

SOUTH CAROLINA ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS 2002



**Office of Curriculum and Standards
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Preface

The *South Carolina English Language Arts Curriculum Standards* is designed to provide educators with the knowledge and understanding of what students should know and be able to do in English language arts at a given grade level. The standards are divided into four areas called strands: reading, writing, communication (listening, speaking, and viewing) and research. Technology is included in each strand and should be integrated into the language arts whenever appropriate.

Each strand in the document, from prekindergarten through English 4, is introduced with a grade-level overview. The learner standards for English 3 and English 4 (College Prep path) and the standards for Communication for the Workplace 3 and 4 (Tech Prep path) are the same.

The prekindergarten through grade-two standards are correlated with the South Carolina Readiness Assessment (SCRA) and should be assessed through close and careful observation a number of times during the school year. These standards also lay the foundation for future learning and formal assessment situations.

In the glossary, teachers will find definitions of key terms used in this document. Throughout the text of the document, terms that are in the glossary appear in **bold type**.

This document offers developmentally appropriate, rigorous, and relevant standards for all learners. Teachers should employ a variety of ongoing strategies in assessing students' ability to demonstrate proficiency. It is the hope of the state writing team that the curriculum standards are stated here in a way that is clear, concise, and user-friendly while at the same time demanding a high level of rigor for South Carolina students in language arts learning.

It is important to remember that all standards, regardless of when they are introduced or mastered, are to be reinforced throughout the grades. The standards are written to show the developmental progression of skills and concepts from grade to grade. Although the language used in some standards is the same for more than one grade, the intent of the standard changes based on the difficulty and complexity of texts in reading, writing, communication, and research from grade to grade.

Introduction

The South Carolina English Language Arts Curriculum Standards represent what students are expected to know and be able to do as readers, writers, communicators, and researchers from prekindergarten through high school. The standards are best taught and evaluated within a comprehensive literacy curriculum that includes extensive opportunities for students to read, write, communicate, and inquire about their work. Although the standards for each grade are presented in this document in numbered lists, the items in these lists are not organized as a hierarchy. That is, they are not intended to be taught discretely in a predetermined order. Instead, they are to be addressed frequently in a variety of ways with increasingly difficult texts over extended periods of time to promote deep understanding.

The following descriptors are used in this document to indicate students' progression as they master the skills, concepts, and strategies enunciated in the standards:

- | | |
|--------------------|--|
| Begin | The student begins to become aware of the skills, concepts, and strategies in the standards and, with teacher modeling and assistance, begins to progress toward an understanding of them. |
| Continue | The student continues to develop the skills, concepts, and strategies in the standards through guided and independent practice with the support of teachers and peers. |
| Demonstrate | The student demonstrates understanding of skills, concepts, and strategies in the standards consistently and uses them independently in different contexts. |

Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning. Reading, writing, communication, and research are intertwined; therefore, the success of language arts instruction rests upon the integration of the language arts with other content areas. Through instruction and immersion in a print-rich environment that includes literature and a variety of informational texts, students may better understand and appreciate the English language, ultimately becoming proficient communicators. The ability to communicate well is the foundation of flexible lifelong learning.

Reading

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading is the art and science of making sense of print and is an essential tool in today's ever-changing world. Readers integrate word meanings (**semantics**), sentence **structure** (**syntax**), and sound-symbol relationships or visual (**graphophonic**) **cues** to receive information. Experienced readers interpret **cues** instinctively, using them to examine complex literary and **real-world texts**. Readers must be able to make connections between texts they are reading, other texts they have read, their personal experiences, and their knowledge of the world.

Writing

Writing Goal (W) The student will write effectively for different **audiences** and **purposes**.

Writing is a powerful tool for learning, allowing students to make discoveries and to integrate personal knowledge. Students need the opportunity to write about different topics and to write for different **purposes**, such as to explain, inform, learn, entertain, and describe. The **audience** for student writing should be varied. Students should also have the chance to share their writing and to process revision ideas with their peers. Students should be exposed to a variety of **literary models** for writing and should have the opportunity to self-select topics. They need frequent opportunities to write in a variety of formats and **genres**. For students to grow as writers, they must be allowed to take risks and make mistakes. For students to become proficient writers, they must be involved in their own writing, share their work, and perceive themselves as authors.

Communication

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Students must be given the opportunity to interact and express themselves. The communication skills of listening, speaking, and viewing form the basis for students' understanding of the world around them and are the essential foundation of their academic and professional growth. Perhaps more than any other area of language arts, communication skills contribute to students' ability to succeed in the world of work, to function as informed consumers, and to enjoy life and learning at an enhanced level.

Research

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

As researchers, students access, interpret, and use information. To make students aware of research as a part of lifelong learning, teachers model and support an inquiry approach to learning. Inquiry-based teaching and learning begins with the student's wondering about something. That wonder leads the teacher and the student to ask questions, browse, hypothesize, read, investigate, check sources, collect data, consider various perspectives, solve problems, draw conclusions, **revise**, rethink, reformulate, and ask more questions. In order for this type of research to take place, there must be talk, exploration, and **collaboration** in the classroom.

It is important for students to pose questions, determine topics, and explore issues in which they are interested. In order to do these things, students must read, write, look, speak, research, collaborate, interpret, experiment, share, report, explain, and ask new questions. These activities support teaching and learning in the classroom.

Strands and Topics

READING	
GOAL: The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
Reading Process and Comprehension	The student will integrate various cues and strategies to comprehend what he or she reads.
Analysis of Texts	The student will use a knowledge of the purposes , structures , and elements of writing to analyze and interpret various types of texts.
Phonics and Word Study/Word Study and Analysis	The student will use a knowledge of semantics , syntax , and structural analysis to read and determine the meaning of unfamiliar words.
WRITING	
GOAL: The student will write effectively for different audiences and purposes .	
The Writing Process	The student will apply a process approach to writing.
Writing Purposes	The student will write for a variety of purposes .
Responding to Texts	The student will respond to texts written by others.
Legibility	The student will create legible text.
COMMUNICATION	
GOAL: The student will recognize, demonstrate, and analyze the qualities of effective communication.	
Communication: Speaking	The student will use speaking skills to participate in large and small groups in both formal and informal situations.
Communication: Listening	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
Communication: Viewing	The student will comprehend and analyze information he or she receives from nonprint sources .

RESEARCH	
GOAL: The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
Selecting a Research Topic	The student will select a topic for exploration.
Gathering Information and Refining a Topic	The student will gather information from a variety of sources.
Preparing and Presenting Information	The student will use a variety of strategies to prepare and present selected information.

Prekindergarten Language Arts Standards

OVERVIEW

Young children's experiences with communication and literacy begin to form the basis for their later school success. The learning environment for children in prekindergarten should be one that is print-rich, with opportunities for them to interact with responsive adults and peers to develop, extend, and acquire language skills to convey and interpret meaning. These language and literacy accomplishments are best achieved through activities that are integrated across all developmental areas: cognitive, motor, and social-emotional. Instruction should be appropriate for a child's age, stage of development, and individual learning needs. Instructional strategies should be utilized at learning center times and during small group activities. The prekindergarten standards reflect the belief that children learn to read and write the same way they learn to speak: naturally and slowly, using increasingly accurate approximations of adult norms.

Standards for prekindergarten students are written in terms of what they should know and be able to do with support (*begin*) and should be assessed through close and careful observation.

The prekindergarten standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

PK-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.
- PK-R1.2 Begin exploring books independently.
- PK-R1.3 Begin recognizing the association between spoken and written words.
- PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.
- PK-R1.5 Begin **retelling** stories.
- PK-R1.6 Begin recalling details in texts read aloud.
- PK-R1.7 Begin asking and answering questions about texts read aloud.

- PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.

Analysis of Texts

- PK-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.

- PK-R2.1 Begin identifying **characters** in stories read aloud.

Phonics and Word Study

- PK-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.

- PK-R3.1 Begin recognizing **environmental print** such as business logos and traffic signs.

- PK-R3.2 Begin understanding how print is organized and read, using **concepts about print**.

- PK-R3.3 Begin identifying places where words are found, such as books and newspapers.

- PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds.

- PK-R3.5 Begin recognizing letter patterns in words.

- PK-R3.6 Begin recognizing **rhyming words**.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- PK-W1 The student will use apply a **process approach** to writing.

- PK-W1.1 Begin choosing topics and generating ideas about which to write.

- PK-W1.2 Begin writing using a variety of formats.

- PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.

Writing Purposes

- PK-W2 The student will write for a variety of **purposes**.

- PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.

Responding to Texts

PK-W3 The student will respond to texts written by others.

PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.

Legibility

PK-W4 The student will create legible texts.

PK-W4.1 Begin copying or printing letters and words, including his or her name.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

PK-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

PK-C1.1 Begin using appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.

PK-C1.2 Begin taking turns in conversations and staying on topic.

PK-C1.3 Begin responding in complete sentences.

PK-C1.4 Begin participating in conversations and discussions and responding appropriately.

PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.

PK-C1.6 Begin participating in **creative dramatics**.

PK-C1.7 Begin using oral language for a variety of **purposes**.

Communication: Listening

PK-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

PK-C2.1 Begin following one- and two-step oral directions.

PK-C2.2 Begin listening to various types of literature read aloud.

PK-C2.3 Begin listening for meaning in conversations and discussions.

PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.

Communication: Viewing

PK-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

PK-C3.1 Begin recognizing **nonprint sources**.

PK-C3.2 Begin making connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

PK-RS1 The student will select a topic for exploration.

PK-RS1.1 Begin asking *how* and *why* questions about a topic of interest.

Gathering Information and Refining a Topic

PK-RS2 The student will gather information from a variety of sources.

PK-RS2.1 Begin identifying pictures as sources of information.

Preparing and Presenting Information

PK-RS3 The student will use a variety of strategies to prepare and present selected information.

PK-RS3.1 Begin organizing and classifying information by constructing categories.

PK-RS3.2 Begin organizing information on the basis of observation.

PK-RS3.3 Begin presenting his or her research findings in a variety of formats.

Kindergarten Language Arts Standards

OVERVIEW

The learning environment for kindergarten students should be one that is literature-rich and that builds **fluency** in language and literacy skills. Students acquire proficiency through extensive experience with oral and written language in a variety of contexts. Instruction should be appropriate for the student's age, stage of development, and individual learning needs. Instructional strategies should be utilized at learning center times and during small group activities. The kindergarten standards reflect the belief that children learn to read and write the same way they learn to speak: naturally and slowly, using increasingly accurate approximations of adult norms.

Standards for kindergarten students are written in terms of what they should know and be able to do with support (*begin, continue*) or independently (*demonstrate*) and should be assessed through close and careful observation.

The kindergarten standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

K-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- K-R1.1 Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.
- K-R1.2 Demonstrate the ability to explore books independently.
- K-R1.3 Demonstrate an understanding of the association between spoken and written words.
- K-R1.4 Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.
- K-R1.5 Begin identifying the title and author of a text.
- K-R1.6 Demonstrate the ability to **retell** stories.
- K-R1.7 Continue recalling details in texts read aloud.
- K-R1.8 Continue asking and answering questions about texts read aloud.

- K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in **predictable books** read independently.
- K-R1.10 Begin drawing conclusions and making inferences.
- K-R1.11 Demonstrate the ability to respond to texts through a variety of methods such as **creative dramatics**, writing, and graphic art.

Analysis of Texts

- K-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts
 - K-R2.1 Demonstrate the ability to identify **characters** and **setting** in a story read aloud.

Phonics and Word Study

- K-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.
 - K-R3.1 Demonstrate the ability to recognize **environmental print** such as school and classroom labels.
 - K-R3.2 Demonstrate the ability to recognize some **high-frequency words**.
 - K-R3.3 Demonstrate the ability to understand how print is organized and read, using **concepts about print**.
 - K-R3.4 Demonstrate the ability to identify places where words are found, such as books, magazines, newspapers, and the Internet.
 - K-R3.5 Continue recognizing that words are made up of letters and that letters make sounds.
 - K-R3.6 Demonstrate the ability to recognize letter patterns in words.
 - K-R3.7 Demonstrate the ability to identify **rhyming words**.
 - K-R3.8 Demonstrate the ability to identify and sort words by category and sound.
 - K-R3.9 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.
 - K-R3.10 Demonstrate the ability to identify the beginning letter/sounds in single-syllable words; begin identifying the ending letter/sounds in single-syllable words.
 - K-R3.11 Demonstrate the ability to blend sounds to make words.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

K-W1 The student will apply a **process approach** to writing.

K-W1.1 Continue choosing topics and generating ideas about which to write.

K-W1.2 Demonstrate the ability to write using a variety of formats.

K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.

Writing Purposes

K-W2 The student will write for a variety of **purposes**.

K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.

Responding to Texts

K-W3 The student will respond to texts written by others.

K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.

K-W3.2 Begin using **literary models** to develop his or her own writing.

Legibility

K-W4 The student will create legible texts.

K-W4.1 Demonstrate the ability to copy or print letters and words, including his or her name.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

K-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- K-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.
- K-C1.2 Demonstrate the ability to initiate conversation.
- K-C1.3 Demonstrate the ability to take turns in conversations and stay on topic.
- K-C1.4 Continue responding in complete sentences.
- K-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- K-C1.6 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.
- K-C1.7 Continue participating in **creative dramatics**.
- K-C1.8 Continue using oral language for a variety of **purposes**.
- K-C1.9 Demonstrate the ability to give one-step oral directions.
- K-C1.10 Begin telling and **retelling** stories and events in logical order.
- K-C1.11 Begin using **visual aids** such as pictures to support and extend his or her meaning in oral presentations.
- K-C1.12 Begin using **Standard American English (SAE)** in formal speaking situations and in the classroom.
- K-C1.13 Begin **summarizing** conversations or discussions.

Communication: Listening

K-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.
- K-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.
- K-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.
- K-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
- K-C2.5 Begin **summarizing** conversations or discussions.
- K-C2.6 Begin making predictions about the content of stories read aloud.
- K-C2.7 Begin listening for **main ideas**.

Communication: Viewing

- K-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- K-C3.1 Continue recognizing **nonprint sources**.
 - K-C3.2 Begin making predictions about the content of what he or she views.
 - K-C3.3 Continue making connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

- K-RS1 The student will select a topic for exploration.
- K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest.

Gathering Information and Refining a Topic

- K-RS2 The student will gather information from a variety of sources.
- K-RS2.1 Continue identifying pictures and charts as sources of information.
 - K-RS2.2 Begin gathering information from a variety of sources, including those accessed through the use of technology.

Preparing and Presenting Information

- K-RS3 The student will use a variety of strategies to prepare and present selected information.
- K-RS3.1 Continue organizing and classifying information by constructing categories.
 - K-RS3.2 Continue organizing information on the basis of observation.
 - K-RS3.3 Continue presenting his or her research findings in a variety of formats.

First-Grade Language Arts Standards

OVERVIEW

The learning environment for first-grade students should be one that is literature-rich and that emphasizes the acquisition of language and the literacy skills needed to understand and convey meaning. Students acquire proficiency in reading, writing, communication, and research through extensive experience with oral and written language in a variety of contexts. Over time, students should learn how to derive meaning from what they hear, observe, and read; to analyze and interpret that meaning; and to make connections to their own lives. They should begin to communicate effectively orally and in writing for different **audiences** and **purposes**.

Standards for first-grade students are written in terms of what they should know and be able to do with support (*begin, continue*) or independently (*demonstrate*) and should be assessed through close and careful observation.

The first-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

- 1-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
 - 1-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts.
 - 1-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
 - 1-R1.3 Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts, and the world.
 - 1-R1.4 Demonstrate the ability to identify the title and author of a text.
 - 1-R1.5 Demonstrate the ability to **retell** stories.
 - 1-R1.6 Demonstrate the ability to recall details in texts read aloud.
 - 1-R1.7 Begin recalling details in texts read independently.
 - 1-R1.8 Demonstrate the ability to ask and answer questions about texts read aloud.

- 1-R1.9 Begin asking and answering questions about texts read independently.
- 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.
- 1-R1.11 Demonstrate the ability to draw conclusions and make inferences.
- 1-R1.12 Demonstrate the ability to categorize and classify ideas.
- 1-R1.13 Begin **summarizing main ideas** in texts read aloud or independently.
- 1-R1.14 Demonstrate the ability to determine cause and effect in texts read aloud or independently.
- 1-R1.15 Begin distinguishing between fact and opinion in texts read aloud or independently.
- 1-R1.16 Begin following one-step written directions to complete a task.
- 1-R1.17 Begin using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 1-R1.18 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.
- 1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.

Analysis of Texts

- 1-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.
 - 1-R2.1 Demonstrate the ability to identify **characters** and **setting** in a literary work.
 - 1-R2.2 Begin identifying problem and solution in a work of **fiction** or **drama**.
 - 1-R2.3 Begin identifying the narrator's **point of view** in a work of **fiction**.
 - 1-R2.4 Begin identifying devices of **figurative language** such as **similes** and **metaphors**.
 - 1-R2.5 Demonstrate the ability to identify differences between **fiction** and **nonfiction**.
 - 1-R2.6 Begin identifying the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.

Phonics and Word Study

- 1-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.
 - 1-R3.1 Demonstrate the ability to use personal and picture dictionaries to determine the meanings of unfamiliar words; begin using a thesaurus to find alternate **word choices**.

- 1-R3.2 Demonstrate the ability to recognize **environmental print** and **high-frequency words**.
- 1-R3.3 Demonstrate the ability to understand how print is organized and read, using **concepts about print**.
- 1-R3.4 Demonstrate the ability to recognize that words are made up of letters and that words make sentences.
- 1-R3.5 Demonstrate the ability to identify **rhyming words**.
- 1-R3.6 Demonstrate the ability to identify and sort common words by category and sound.
- 1-R3.7 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.
- 1-R3.8 Demonstrate the ability to identify the beginning and ending letter/sounds in single-syllable words.
- 1-R3.9 Begin identifying **medial sounds** in single-syllable words.
- 1-R3.10 Demonstrate the ability to blend sounds to make words.
- 1-R3.11 Begin applying a knowledge of **onsets, rimes, and word families** to decode and generate words.
- 1-R3.12 Begin identifying **base words** and their **inflectional endings**.
- 1-R3.13 Demonstrate the ability to alphabetize words by the first letter.
- 1-R3.14 Demonstrate the ability to read and recognize **compound words**.
- 1-R3.15 Begin reading and recognizing contractions.
- 1-R3.16 Begin identifying **synonyms, antonyms, and homonyms**.
- 1-R3.17 Begin using sentence **structure (syntax)** and context to determine the meaning of unfamiliar words.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 1-W1 The student will apply a **process approach** to writing.
 - 1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write.
 - 1-W1.2 Begin using **prewriting** strategies.
 - 1-W1.3 Demonstrate the ability to generate drafts using words and pictures that focus on a topic and that include relevant details.
 - 1-W1.4 Demonstrate the ability to **revise** writing for details with peer or teacher support.
 - 1-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, and punctuation with peer or teacher support.

- 1-W1.6 Demonstrate the ability to write in a variety of formats.
 - 1-W1.6.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support.
 - 1-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.

Writing Purposes

1-W2 The student will write for a variety of **purposes**.

- 1-W2.1 Demonstrate the ability to use oral and written language to explain and inform.

Responding to Texts

1-W3 The student will respond to texts written by others.

- 1-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.
- 1-W3.2 Demonstrate the ability to use **literary models** to develop his or her own writing.

Legibility

1-W4 The student will create legible texts.

- 1-W4.1 Demonstrate the ability to print legibly.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

- 1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
 - 1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.
 - 1-C1.2 Demonstrate the ability to initiate conversation.
 - 1-C1.3 Demonstrate the ability to respond in complete sentences.
 - 1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

- 1-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.
- 1-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 1-C1.7 Demonstrate the ability to use oral language for a variety of **purposes**.
- 1-C1.8 Demonstrate the ability to give one- and two-step oral directions.
- 1-C1.9 Demonstrate the ability to tell and **retell** stories and events in logical order.
- 1-C1.10 Continue using **visual aids** such as pictures to support and extend his or her meaning in oral presentations.
- 1-C1.11 Continue using **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 1-C1.12 Demonstrate the ability to **summarize** conversations and discussions.
- 1-C1.13 Begin participating in interviews and reading and writing conferences.

Communication: Listening

- 1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
 - 1-C2.1 Demonstrate the ability to follow one- and two-step oral directions.
 - 1-C2.2 Begin following multistep oral directions.
 - 1-C2.3 Demonstrate the ability to listen and respond to various types of literature read aloud.
 - 1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
 - 1-C2.6 Demonstrate the ability to **summarize** conversations and discussions.
 - 1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.
 - 1-C2.8 Demonstrate the ability to listen for **main ideas**.
 - 1-C2.9 Begin participating in interviews and reading and writing conferences.

Communication: Viewing

- 1-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
 - 1-C3.1 Demonstrate the ability to recognize **nonprint sources**.
 - 1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.
 - 1-C3.3 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

1-RS1 The student will select a topic for exploration.

1-RS1.1 Begin asking questions to guide his or her topic selection.

1-RS1.2 Demonstrate the ability to ask *how* and *why* questions about a topic of interest.

Gathering Information and Refining a Topic

1-RS2 The student will gather information from a variety of sources.

1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.

1-RS2.2 Continue gathering information from a variety of sources, including those accessed through the use of technology.

1-RS2.3 Begin documenting sources by listing titles and authors.

Preparing and Presenting Information

1-RS3 The student will use a variety of strategies to prepare and present selected information.

1-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.

1-RS3.2 Continue organizing information on the basis of observation.

1-RS3.3 Continue presenting his or her research findings in a variety of formats.

Second-Grade Language Arts Standards

OVERVIEW

The learning environment for second-grade students should be one that is literature-rich and that emphasizes the acquisition of language and the literacy skills needed to understand and convey meaning. Students acquire proficiency in reading, writing, communication, and research through extensive experience with oral and written language in a variety of contexts. Over time, students should learn how to derive meaning from what they hear, observe, and read; to analyze and interpret that meaning; and to make connections to their own lives. They should begin to communicate effectively orally and in writing for different **audiences** and **purposes**.

Standards for second-grade students are written in terms of what they should know and be able to do with support (*begin, continue*) or independently (*demonstrate*) and should be assessed through close and careful observation

The second-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

- 2-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
 - 2-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts **fluently**.
 - 2-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
 - 2-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
 - 2-R1.4 Demonstrate the ability to identify the title, author, and illustrator of a selection.
 - 2-R1.5 Demonstrate the ability to **retell** stories.
 - 2-R1.6 Demonstrate the ability to recall details in texts.
 - 2-R1.7 Demonstrate the ability to ask and answer questions about texts.
 - 2-R1.8 Demonstrate the ability to make predictions about stories.

- 2-R1.9 Demonstrate the ability to **summarize** the **main idea** of a particular text.
- 2-R1.10 Demonstrate the ability to draw conclusions and make inferences.
- 2-R1.11 Demonstrate the ability to categorize and classify ideas.
- 2-R1.12 Demonstrate the ability to determine cause and effect.
- 2-R1.13 Continue distinguishing between fact and opinion.
- 2-R1.14 Demonstrate the ability to follow one-step written directions to complete a task.
- 2-R1.15 Begin following two-step written directions.
- 2-R1.16 Continue using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 2-R1.17 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.
- 2-R1.18 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; begin comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

Analysis of Texts

- 2-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.
 - 2-R2.1 Demonstrate the ability to identify and describe **characters**, **setting**, and **plot** in a literary work.
 - 2-R2.2 Continue identifying problem and solution in a work of **fiction** or **drama**.
 - 2-R2.3 Continue identifying the narrator's **point of view** in a work of **fiction**.
 - 2-R2.4 Begin **summarizing** the **theme** of a particular text.
 - 2-R2.5 Begin identifying elements of style such as **word choice** and sentence **structure (syntax)**.
 - 2-R2.6 Continue identifying devices of **figurative language** such as **similes** and **metaphors** and sound devices such as **alliteration**.
 - 2-R2.7 Demonstrate the ability to differentiate between **fiction** and **nonfiction**.
 - 2-R2.8 Continue identifying the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
 - 2-R2.9 Begin comparing and contrasting **settings**, **characters**, events, or ideas in a variety of texts.
 - 2-R2.10 Begin identifying the author's **purpose** in a variety of texts.

Phonics and Word Study

- 2-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.
- 2-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meanings of unfamiliar words and to find alternate **word choices**.
 - 2-R3.2 Demonstrate the ability to identify beginning, middle, and ending letters/sounds in **polysyllabic words**.
 - 2-R3.3 Continue applying a knowledge of **onsets**, **rimes**, and **word families** to decode **polysyllabic words**.
 - 2-R3.4 Demonstrate the ability to identify **base words** and their **inflectional endings**.
 - 2-R3.5 Demonstrate the ability to alphabetize words by the first and second letters.
 - 2-R3.6 Demonstrate the ability to read and recognize **compound words**.
 - 2-R3.7 Demonstrate the ability to read and recognize contractions.
 - 2-R3.8 Demonstrate the ability to identify **synonyms**, **antonyms**, and **homonyms**.
 - 2-R3.9 Begin identifying common prefixes such as *un-*, *re-*, *pre-*, *bi-*, *mis*, *dis-* and suffixes such as *-er*, *-est*, *-ful* to determine the meanings of words.
 - 2-R3.10 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meaning of unfamiliar words.
 - 2-R3.11 Begin recognizing and using common **idioms**.
 - 2-R3.12 Begin recognizing simple **analogies**.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 2-W1 The student will apply a **process approach** to writing.
- 2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written **prewriting** strategies.
 - 2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.
 - 2-W1.3 Demonstrate the ability to **revise** writing for **purpose** and **audience** through **collaboration**, **conferencing**, and **self-evaluation**.
 - 2-W1.4 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, and **word usage**.

- 2-W1.5 Demonstrate the ability to write and publish in a variety of formats.
 - 2-W1.5.1 Demonstrate the ability to write simple compositions friendly letters, and expressive and informational pieces.
 - 2-W1.5.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.

Writing Purposes

2-W2 The student will write for a variety of **purposes**.

- 2-W2.1 Demonstrate the ability to use writing to explain and inform.
- 2-W2.2 Begin to use writing in order to learn, entertain, and describe.

Responding to Texts

2-W3 The student will respond to texts written by others.

- 2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 2-W3.2 Demonstrate the ability to use **literary models** to develop and refine writing.

Legibility

2-W4 The student will create legible texts.

- 2-W4.1 Demonstrate the ability to print legibly.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.
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Communication: Speaking

2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 2-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.
- 2-C1.2 Demonstrate the ability to initiate conversation.
- 2-C1.3 Demonstrate the ability to respond in complete sentences.
- 2-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

- 2-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.
- 2-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 2-C1.7 Demonstrate the ability to use oral language for a variety of **purposes**.
- 2-C1.8 Demonstrate the ability to give one- and two-step oral directions.
- 2-C1.9 Demonstrate the ability to **retell** stories and events in logical order.
- 2-C1.10 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 2-C1.11 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 2-C1.12 Demonstrate the ability to **summarize** conversations and discussions.
- 2-C1.13 Continue participating in interviews and reading and writing conferences.

Communication: Listening

- 2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
 - 2-C2.1 Demonstrate the ability to follow multistep oral directions.
 - 2-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.
 - 2-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 2-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
 - 2-C2.5 Demonstrate the ability to **summarize** conversations and discussions.
 - 2-C2.6 Demonstrate the ability to listen for **main ideas**.
 - 2-C2.7 Continue participating in interviews and reading and writing conferences.

Communication: Viewing

- 2-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
 - 2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 2-C3.2 Begin recognizing details, **setting**, **characters**, and cause and effect in material from **nonprint sources**.
 - 2-C3.3 Begin **summarizing** information that he or she receives from **nonprint sources**.

- 2-C3.4 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

2-RS1 The student will select a topic for exploration.

- 2-RS1.1 Demonstrate the ability to ask questions to guide his or her topic selection.
- 2-RS1.2 Demonstrate the ability to ask *how* and *why* questions about a topic of interest.

Gathering Information and Refining a Topic

2-RS2 The student will gather information from a variety of sources.

- 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.
- 2-RS2.2 Demonstrate the ability to gather information using a variety of resources, including technology, and begin organizing such information.
- 2-RS2.3 Continue documenting sources by listing titles and authors.

Preparing and Presenting Information

2-RS3 The student will use a variety of strategies to prepare and present selected information.

- 2-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.
- 2-RS3.2 Demonstrate the ability to organize information on the basis of observation.
- 2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

Third-Grade Language Arts Standards

OVERVIEW

Third-grade students should continue to broaden their understanding of and appreciation for language. They should read and respond to **fiction** from various periods and cultures, as well as a variety of **nonfiction** selections. Students should comprehend literary elements such as **characterization**, dialogue, **purpose**, **tone**, and **figurative language**, and they should understand the relation of those elements to the entire text. Students should develop a **purpose** and a plan for their own writing and should use descriptive details, precise vocabulary, and a variety of **language patterns** in their writing.

Students should demonstrate communication skills in both formal and informal situations. They should be encouraged to communicate for a variety of **purposes**. As researchers, students should gather information based on questions they have developed. Students should classify, organize, and document information that they gather from a variety of sources.

The third-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

3-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- 3-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read **fluently**.
- 3-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
- 3-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
- 3-R1.4 Begin **summarizing** texts.
- 3-R1.5 Demonstrate the ability to recall details in texts.
- 3-R1.6 Demonstrate the ability to ask and answer questions about texts.
- 3-R1.7 Demonstrate the ability to make predictions about stories.

- 3-R1.8 Demonstrate the ability to **summarize** the **main idea** of a particular text.
- 3-R1.9 Demonstrate the ability to draw conclusions and make inferences.
- 3-R1.10 Demonstrate the ability to categorize and classify ideas.
- 3-R1.11 Demonstrate the ability to determine cause and effect.
- 3-R1.12 Demonstrate the ability to distinguish between fact and opinion.
- 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.
- 3-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 3-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.
- 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

Analysis of Texts

- 3-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.
 - 3-R2.1 Demonstrate the ability to analyze **characters**, **setting**, and **plot** in a literary work.
 - 3-R2.2 Demonstrate the ability to identify problem and solution in a work of **fiction** or **drama**.
 - 3-R2.3 Demonstrate the ability to identify the narrator's **point of view** in a work of **fiction**.
 - 3-R2.4 Continue **summarizing** the **theme** of a particular text.
 - 3-R2.5 Continue identifying elements of style such as **word choice** and sentence **structure (syntax)**.
 - 3-R2.6 Demonstrate the ability to identify devices of **figurative language** such as **similes**, **metaphors**, and **hyperbole** and sound devices such as **alliteration**; begin identifying **onomatopoeia**.
 - 3-R2.7 Demonstrate the ability to differentiate between **fiction** and **nonfiction**.
 - 3-R2.8 Demonstrate the ability to identify the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
 - 3-R2.9 Begin identifying elements of **poetry** such as **rhyme scheme**, **refrain**, and **stanza**.
 - 3-R2.10 Continue identifying the author's **purpose** in a variety of texts.
 - 3-R2.11 Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.

Word Study and Analysis

- 3-R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.
- 3-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.
 - 3-R3.2 Begin identifying **word origins** and **derivatives** to determine the meaning of words and phrases and to refine **word choice**.
 - 3-R3.3 Begin applying a knowledge of **roots** and **affixes** to analyze the meanings of complex words.
 - 3-R3.4 Demonstrate the ability to use **word families** to generate and decode unfamiliar words.
 - 3-R3.5 Demonstrate the ability to decode **polysyllabic words**.
 - 3-R3.6 Demonstrate the ability to use a knowledge of **homonyms**, **antonyms**, and **synonyms** to determine the meaning of unfamiliar words.
 - 3-R3.7 Demonstrate the ability to identify common prefixes such as *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-* and suffixes such as *-er*, *-est*, *-ful* to determine the meanings of words.
 - 3-R3.8 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meanings of unfamiliar words and to recognize **multiple-meaning words**.
 - 3-R3.9 Demonstrate the ability to recognize and use common **idioms**.
 - 3-R3.10 Begin explaining the figurative use of words in context.
 - 3-R3.11 Demonstrate the ability to recognize simple **analogies**.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 3-W1 The student will apply a **process approach** to writing.
- 3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 3-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a specific topic.
 - 3-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.

- 3-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing, and self-evaluation**.
- 3-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, and **word usage**.
- 3-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.
 - 3-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.

Writing Purposes

3-W2 The student will write for a variety of **purposes**.

- 3-W2.1 Demonstrate the ability to use writing to explain and inform.
- 3-W2.2 Continue using writing to learn, entertain, and describe.

Responding to Texts

3-W3 The student will respond to texts written by others.

- 3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 3-W3.2 Demonstrate the ability to use **literary models** to develop and refine his or her own writing style.

Legibility

3-W4 The student will create legible texts.

- 3-W4.1 Begin using cursive handwriting.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 3-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.
- 3-C1.2 Demonstrate the ability to initiate conversation.
- 3-C1.3 Demonstrate the ability to respond in complete sentences.
- 3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- 3-C1.5 Begin giving brief presentations, demonstrations, and oral reports.
- 3-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 3-C1.7 Demonstrate the ability to give multistep oral directions.
- 3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
- 3-C1.9 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 3-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 3-C1.11 Demonstrate the ability to **summarize** conversations and discussions.
- 3-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences.
- 3-C1.13 Begin using effective organizational strategies to prepare oral presentations.
- 3-C1.14 Begin making appropriate statements to communicate agreement or disagreement with others' ideas.

Communication: Listening

3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- 3-C2.1 Demonstrate the ability to follow multistep oral directions.
- 3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.
- 3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.

- 3-C2.4 Demonstrate the ability to **summarize** conversations and discussions.
- 3-C2.5 Demonstrate the ability to listen for **main ideas**.
- 3-C2.6 Demonstrate the ability to participate in interviews and in reading and writing conferences.
- 3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.

Communication: Viewing

- 3-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
 - 3-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 3-C3.2 Demonstrate the ability to recognize details, **setting, characters**, and cause and effect in material from **nonprint sources**; begin analyzing details, **character, setting**, and cause and effect in such material.
 - 3-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
 - 3-C3.4 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.
 - 3-C3.5 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

- 3-RS1 The student will select a topic for exploration.
 - 3-RS1.1 Begin asking questions to guide his or her research inquiry.
 - 3-RS1.2 Demonstrate the ability to construct questions about a topic.

Gathering Information and Refining a Topic

3-RS2 The student will gather information from a variety of sources.

- 3-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
- 3-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.
- 3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology.
- 3-RS2.4 Demonstrate the ability to document sources by listing titles and authors with teacher assistance.
- 3-RS2.5 Begin conducting independent research using available resources, including technology.

Preparing and Presenting Information

3-RS3 The student will use a variety of strategies to prepare and present selected information.

- 3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.
- 3-RS3.2 Demonstrate the ability to organize information on the basis of observation.
- 3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

Fourth-Grade Language Arts Standards

OVERVIEW

Fourth-grade students should continue to broaden their understanding of and appreciation for language. They should read literature and informational texts that represent a variety of cultures, time periods, and viewpoints. They should apply language skills with increasing independence and should develop experience in understanding more complex texts. Students should continue to organize their writing in paragraphs that convey a **central idea** and reflect the effective use of such stylistic elements as **tone**, **word choice**, and sentence **structure (syntax)**.

Students should continue to communicate for a variety of **purposes** in a variety of formats and begin to compare and contrast information. Gathering, classifying, and organizing information should be fine-tuned so that it leads to independent research. Students should continue to refine questions that lead them to inquire.

The fourth-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

4-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- 4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read **fluently**.
- 4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
- 4-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
- 4-R1.4 Demonstrate the ability to **summarize** texts.
- 4-R1.5 Begin **paraphrasing** texts.
- 4-R1.6 Demonstrate the ability analyze details in texts.
- 4-R1.7 Demonstrate the ability to ask and answer questions about texts.
- 4-R1.8 Demonstrate the ability to make predictions about stories.
- 4-R1.9 Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.

- 4-R1.10 Demonstrate the ability to draw conclusions and make inferences.
- 4-R1.11 Demonstrate the ability to categorize and classify ideas.
- 4-R1.12 Demonstrate the ability to determine cause and effect.
- 4-R1.13 Demonstrate the ability to distinguish between fact and opinion.
- 4-R1.14 Begin following multistep directions in a technical manual.
- 4-R1.15 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 4-R1.16 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.
- 4-R1.17 Begin using **skimming** and **scanning** techniques.
- 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

Analysis of Texts

- 4-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.
 - 4-R2.1 Demonstrate the ability to analyze **character** traits and motives, **setting**, and **plot** in a literary work; begin identifying **tone**.
 - 4-R2.2 Demonstrate the ability to identify problem and solution in a work of **fiction** or **drama**; begin identifying **conflict**.
 - 4-R2.3 Demonstrate the ability to identify the narrator's **point of view** in a work of **fiction**.
 - 4-R2.4 Demonstrate the ability to **summarize** the **theme** of a particular text.
 - 4-R2.5 Demonstrate the ability to identify elements of style such as **word choice** and sentence **structure (syntax)**.
 - 4-R2.6 Demonstrate the ability to identify devices of **figurative language** such as **similes**, **metaphors**, and **hyperbole** and sound devices such as **alliteration** and **onomatopoeia**.
 - 4-R2.7 Demonstrate the ability to distinguish between **fiction** and **nonfiction**.
 - 4-R2.8 Demonstrate the ability to identify the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
 - 4-R2.9 Demonstrate the ability to identify elements of **poetry** such as **rhyme scheme**, **refrain**, and **stanza**.
 - 4-R2.10 Demonstrate the ability to identify the author's **purpose** in a variety of texts.
 - 4-R2.11 Demonstrate the ability to compare and contrast **settings**, **characters**, events, and ideas in a variety of texts.
 - 4-R2.12 Begin developing objective criteria for evaluating texts in a variety of **genres**.

Word Study and Analysis

- 4-R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.
- 4-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.
 - 4-R3.2 Continue identifying **word origins** and **derivatives** to determine the meaning of words and phrases to refine **word choice**.
 - 4-R3.3 Demonstrate the ability to apply a knowledge of **roots** and **affixes** to analyze the meaning of complex words.
 - 4-R3.4 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meanings of unfamiliar and **multiple-meaning words**.
 - 4-R3.5 Demonstrate the ability to explain the figurative use of words in context.
 - 4-R3.6 Demonstrate the ability to make simple **analogies**; begin recognizing complex **analogies**.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 4-W1 The student will apply a **process approach** to writing.
- 4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 4-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a specific topic.
 - 4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
 - 4-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing, and self-evaluation**.
 - 4-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.
 - 4-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.

- 4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.

Writing Purposes

4-W2 The student will write for a variety of **purposes**.

- 4-W2.1 Demonstrate the ability to use writing to explain and inform.
4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.

Responding to Texts

4-W3 The student will respond to texts written by others.

- 4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
4-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
4-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing.

Legibility

4-W4 The student will create legible texts.

- 4-W4.1 Demonstrate the ability to use cursive handwriting.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 4-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.
4-C1.2 Demonstrate the ability to initiate conversation.
4-C1.3 Begin using language and vocabulary appropriate for the **purpose** and **audience**.
4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.

- 4-C1.5 Continue giving brief presentations, demonstrations, and oral reports.
- 4-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 4-C1.7 Demonstrate the ability to give multistep oral directions.
- 4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
- 4-C1.9 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 4-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 4-C1.11 Demonstrate the ability to **summarize** conversations and discussions.
- 4-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences.
- 4-C1.13 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
- 4-C1.14 Continue making appropriate statements to communicate agreement or disagreement with others' ideas.
- 4-C1.15 Begin expressing and explaining ideas orally with **fluency** and confidence.

Communication: Listening

- 4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
 - 4-C2.1 Demonstrate the ability to follow multistep oral directions.
 - 4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 4-C2.3 Demonstrate the ability to **summarize** conversations and discussions.
 - 4-C2.4 Demonstrate the ability to participate in interviews and in reading and writing conferences.
 - 4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.
 - 4-C2.6 Begin listening to record information as a member of a group.

Communication: Viewing

- 4-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
 - 4-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

- 4-C3.2 Demonstrate the ability to analyze details, **setting, character**, and cause and effect in material from **nonprint sources**.
- 4-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
- 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.
- 4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in **nonprint sources**.
- 4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in **nonprint sources**.
- 4-C3.7 Begin evaluating the ways that different **nonprint sources** influence and inform.
- 4-C3.8 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- 4-RS1 The student will select a topic for exploration.
 - 4-RS1.1 Continue asking questions to guide his or her research inquiry.
 - 4-RS1.2 Demonstrate the ability to construct questions about a topic.

Gathering Information and Refining a Topic

- 4-RS2 The student will gather information from a variety of sources.
 - 4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
 - 4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.
 - 4-RS2.3 Demonstrate the ability to document sources by listing titles and authors.
 - 4-RS2.4 Continue conducting independent research using available resources, including technology.
 - 4-RS2.5 Begin **summarizing** the information that he or she has gathered.

Preparing and Presenting Information

- 4-RS3 The student will use a variety of strategies to prepare and present selected information.
 - 4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.
 - 4-RS3.2 Demonstrate the ability to organize information on the basis of observation.
 - 4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

Fifth-Grade Language Arts Standards

OVERVIEW

Fifth-grade students should continue to improve their appreciation of language and their communication skills. They should read many types of literature and informational texts to gain information, generate hypotheses, confirm predictions, and formulate conclusions both as critical readers and as researchers. They should be able to judge the work of authors, describe **characters**, explain the development of **plot**, discuss how **conflicts** are resolved, and describe how authors' choice of vocabulary and writing style contributes to the depth and texture of texts. Students should write essays containing several paragraphs that have an effective introduction, body, and conclusion. They should evaluate and **revise** their writing for **audience**, **purpose**, and descriptive detail.

The fifth-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

- 5-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
- 5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning and to read **fluently**.
 - 5-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
 - 5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
 - 5-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.
 - 5-R1.5 Demonstrate the ability to analyze details in texts.
 - 5-R1.6 Demonstrate the ability to ask and answer questions about texts.
 - 5-R1.7 Demonstrate the ability to make predictions about stories.
 - 5-R1.8 Demonstrate the ability to **paraphrase** the **main ideas** of texts.
 - 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.
 - 5-R1.10 Demonstrate the ability to categorize and classify ideas.
 - 5-R1.11 Demonstrate the ability to analyze cause and effect.

- 5-R1.12 Demonstrate the ability to analyze fact and opinion.
- 5-R1.13 Demonstrate the ability to follow multistep directions in a technical manual.
- 5-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.
- 5-R1.16 Continue using **skimming** and **scanning** techniques.
- 5-R1.17 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
- 5-R1.18 Begin detecting **bias** and identifying **propaganda** techniques.

Analysis of Texts

- 5-R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.
 - 5-R2.1 Demonstrate the ability to analyze **character** traits and motives, **setting**, and **plot** in a literary work; continue identifying **tone**.
 - 5-R2.2 Demonstrate the ability to identify **conflict** in a literary work; begin comparing and contrasting **conflicts** in a variety of literary works.
 - 5-R2.3 Demonstrate the ability to identify the narrator's **point of view** in a work of **fiction**.
 - 5-R2.4 Begin comparing and contrasting **theme** in a variety of texts.
 - 5-R2.5 Demonstrate the ability to identify elements of style such as **word choice** and sentence **structure (syntax)**.
 - 5-R2.6 Demonstrate the ability to identify devices of **figurative language** such as **similes**, **metaphors**, **hyperbole**, and **personification** and sound devices such as **alliteration** and **onomatopoeia**.
 - 5-R2.7 Demonstrate the ability to distinguish between **fiction** and **nonfiction**.
 - 5-R2.8 Demonstrate the ability to identify the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
 - 5-R2.9 Demonstrate the ability to identify elements of **poetry** such as **rhyme scheme**, **refrain**, and **stanza**.
 - 5-R2.10 Demonstrate the ability to identify the author's **purpose** in a variety of texts.
 - 5-R2.11 Demonstrate the ability to compare and contrast **settings**, **characters**, events, and ideas in a variety of texts.
 - 5-R2.12 Continue developing objective criteria for evaluating texts in a variety of **genres**.

Word Study and Analysis

- 5-R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.
- 5-R3.1 Demonstrate the ability to determine word meanings, pronunciations, alternate **word choices**, and parts of speech by using a dictionary and a thesaurus.
 - 5-R3.2 Demonstrate the ability to identify **word origins** and **derivatives** to determine the meaning of words or phrases and to refine **word choice**.
 - 5-R3.3 Demonstrate the ability to apply and use a knowledge of **roots** and **affixes** to analyze the meaning of complex words.
 - 5-R3.4 Demonstrate the ability to use the sentence **structure (syntax)** and context to determine the meanings of unfamiliar and **multiple-meaning words**.
 - 5-R3.5 Demonstrate the ability to analyze the figurative use of words in context.
 - 5-R3.6 Demonstrate the ability to make simple **analogies**; continue recognizing complex **analogies**.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 5-W1 The student will apply a **process approach** to writing.
- 5-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 5-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and **purpose**.
 - 5-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
 - 5-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing, and self-evaluation**.
 - 5-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

- 5-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 5-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - 5-W1.6.2 Begin writing business letters.
 - 5-W1.6.3 Begin writing essays, reports, articles, and proposals.
 - 5-W1.6.4 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.

Writing Purposes

5-W2 The student will write for a variety of **purposes**.

- 5-W2.1 Demonstrate the ability to use writing to explain and inform.
- 5-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.

Responding to Texts

5-W3 The student will respond to texts written by others.

- 5-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 5-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- 5-W3.3 Continue using texts to make connections and to support ideas in his or her own writing.

Legibility

5-W4 The student will create legible texts.

- 5-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 5-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level; begin using appropriate gestures, facial expressions, and posture when making oral presentations.
- 5-C1.2 Demonstrate the ability to initiate conversation.
- 5-C1.3 Continue using language and vocabulary appropriate for the **purpose** and **audience**.
- 5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.
- 5-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.
- 5-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
- 5-C1.8 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 5-C1.9 Demonstrate the ability to give accurate directions.
- 5-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 5-C1.11 Demonstrate the ability to **summarize** conversations and discussions.
- 5-C1.12 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- 5-C1.13 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- 5-C1.14 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
- 5-C1.15 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.

Communication: Listening

- 5-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 5-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
 - 5-C2.3 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - 5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - 5-C2.5 Continue listening to record information as a member of a group.

Communication: Viewing

- 5-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- 5-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 5-C3.2 Demonstrate the ability to analyze details, **character**, **setting**, and cause and effect in material from **nonprint sources**.
 - 5-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
 - 5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - 5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in **nonprint sources**.
 - 5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and **nonprint sources**.
 - 5-C3.7 Continue evaluating the ways that different **nonprint sources** influence and inform.
 - 5-C3.8 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

5-RS1 The student will select a topic for exploration.

5-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.

5-RS1.2 Demonstrate the ability to construct questions about a topic.

Gathering Information and Refining a Topic

5-RS2 The student will gather information from a variety of sources.

5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

5-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.

5-RS2.3 Demonstrate the ability to document sources by listing titles and authors.

5-RS2.4 Continue conducting independent research using available resources, including technology.

5-RS2.5 Continue **summarizing** the information that he or she has gathered.

Preparing and Presenting Information

5-RS3 The student will use a variety of strategies to prepare and present selected information.

5-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.

5-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

Sixth-Grade Language Arts Standards

OVERVIEW

Sixth-grade students should continue to improve their communication and research skills and their appreciation of language. They should read a variety of **fiction** and **nonfiction** selections independently for comprehension and enjoyment. They should describe how an author's style elicits emotion from the reader, how **character** and **plot** development are used to support a central **conflict** or story line, and how visual images are created through the use of language. Response to literature should provide students with opportunities to integrate the language arts with other school subjects or content areas.

In their writing, students should know how to state a **central idea** and establish a plan of organization. They should know how to use elaboration and how to maintain unity as they write, **revise**, and **edit** narrative, descriptive, and **expository** pieces. Students should be encouraged to select vocabulary that enhances the expression of their ideas and controls the **tone** of their writings.

The sixth-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

6-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- 6-R1.1 Demonstrate the ability to read a variety of texts **fluently**.
- 6-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.
- 6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
- 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.
- 6-R1.5 Demonstrate the ability to identify the details that support the **thesis** of a particular text.
- 6-R1.6 Demonstrate the ability to make predictions about stories.
- 6-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.

- 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on **plot, character, and theme**.
- 6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.
- 6-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.
- 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events.
- 6-R1.13 Demonstrate the ability to use **skimming** and **scanning** techniques.
- 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
- 6-R1.15 Continue detecting **bias** and identifying **propaganda techniques**.

Analysis of Texts

- 6-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - 6-R2.1 Demonstrate the ability to analyze an author's use of **static, dynamic, round, and flat characters**; the structural elements of **plot; flashback** and **foreshadowing**; and **point of view** and **tone**.
 - 6-R2.2 Demonstrate the ability to compare and contrast **conflict** in a variety of literary works.
 - 6-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between **first-** and **third-person narration** and between the **omniscient** and the **limited omniscient point of view**.
 - 6-R2.4 Demonstrate the ability to compare and contrast **theme** in a variety of texts.
 - 6-R2.5 Demonstrate the ability to identify elements of style such as **word choice** and sentence **structure (syntax)** in a variety of texts.
 - 6-R2.6 Demonstrate the ability to analyze devices of **figurative language** such as the **extended metaphor**; begin identifying **imagery** and **symbolism**.
 - 6-R2.7 Demonstrate the ability to identify the characteristics of **genres** such as **fiction, poetry, drama**, and informational texts.
 - 6-R2.8 Demonstrate the ability to identify elements of **poetry** such as **rhyme scheme, refrain, and stanza**.
 - 6-R2.9 Demonstrate the ability to identify the author's **purpose** in texts in a variety of **genres**.

- 6-R2.10 Continue developing objective criteria for evaluating texts in a variety of **genres**.

Word Study and Analysis

- 6-R3 The student will use a knowledge of **semantics**, **syntax**, and **structural analysis** to determine the meaning of unfamiliar words and read texts with understanding.
- 6-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate **word choices**, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.
 - 6-R3.2 Demonstrate the ability to use a knowledge of **roots** and **affixes** to analyze the meaning of complex words.
 - 6-R3.3 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meanings of unfamiliar words and **multiple-meaning words**.
 - 6-R3.4 Demonstrate the ability to analyze the figurative use of words in context.
 - 6-R3.5 Demonstrate the ability to make simple and complex **analogies**.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 6-W1 The student will apply a **process approach** to writing.
- 6-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 6-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and **purpose**.
 - 6-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
 - 6-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing**, and **self-evaluation**.
 - 6-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence **structure (syntax)**, and **word usage**.
 - 6-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 6-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.

- 6-W1.6.2 Demonstrate the ability to write business letters.
- 6-W1.6.3 Continue writing essays, reports, articles, and proposals.
- 6-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Writing Purposes

6-W2 The student will write for a variety of **purposes**.

- 6-W2.1 Demonstrate the ability to use writing to explain and inform.
- 6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- 6-W2.3 Begin writing to persuade, analyze, and transact business.

Responding to Texts

6-W3 The student will respond to texts written by others.

- 6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 6-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- 6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

6-W4. The student will create legible texts.

- 6-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
- 6-W4.2 Begin using keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

6-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 6-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level; continue using appropriate gestures, facial expressions, and posture when making oral presentations.
- 6-C1.2 Demonstrate the ability to use language and vocabulary appropriate for the **purpose** and **audience**.
- 6-C1.3 Demonstrate the ability to give accurate directions to others.
- 6-C1.4 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- 6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- 6-C1.6 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.
- 6-C1.7 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 6-C1.8 Demonstrate the ability to participate in **creative dramatics**.
- 6-C1.9 Begin presenting dramatic readings of literary selections.
- 6-C1.10 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- 6-C1.11 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
- 6-C1.12 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.
- 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
- 6-C1.15 Begin analyzing and refining varied presentations through **collaboration, conferencing, and self-evaluation**.
- 6-C1.16 Begin planning and delivering oral presentations to unfamiliar **audiences**.
- 6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.
- 6-C1.18 Begin using critical analysis to formulate appropriate oral responses.

Communication: Listening

- 6-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
 - 6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - 6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - 6-C2.5 Demonstrate the ability to listen to record information as a member of a group.
 - 6-C2.6 Begin using critical analysis to formulate appropriate oral responses.

Communication: Viewing

- 6-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- 6-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 6-C3.2 Demonstrate the ability to analyze details, **character**, **setting**, and cause and effect in material from **nonprint sources**.
 - 6-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
 - 6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - 6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - 6-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in a variety of **nonprint sources**.
 - 6-C3.7 Begin analyzing **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
 - 6-C3.8 Begin evaluating the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message.
 - 6-C3.9 Demonstrate the ability to evaluate the ways that different **nonprint sources** influence and inform.
 - 6-C3.10 Begin evaluating the use of detail, **character**, **setting**, cause and effect, **imagery**, and sound in **nonprint sources**.

- 6-C3.11 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

- 6-RS1 The student will select a topic for exploration.
- 6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - 6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- 6-RS2 The student will gather information from a variety of sources.
- 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
 - 6-RS2.2 Demonstrate the ability to document sources independently; begin documenting sources by using a standardized system of documentation.
 - 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
 - 6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.
 - 6-RS2.5 Begin refining topics and asking additional questions based on the information that he or she has gathered.
 - 6-RS2.6 Begin using note-taking strategies to record facts and opinions from sources.
 - 6-RS2.7 Begin evaluating sources for accuracy, **bias**, and credibility.

Preparing and Presenting Information

- 6-RS3 The student will use a variety of strategies to prepare and present selected information.
- 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.

- 6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.
- 6-RS3.3 Begin documenting sources by using a standardized system of documentation.
- 6-RS3.4 Begin preparing a Works Cited list.
- 6-RS3.5 Begin distinguishing his or her own ideas from the ideas and discoveries of others.

Seventh-Grade Language Arts Standards

OVERVIEW

Seventh-grade students should continue to improve their communication and research skills and their appreciation of language. They should become more mature readers and should become knowledgeable of the impact of mass media on public opinion. They should continue to develop their knowledge of literature and informational texts and their skill in responding to these types of writings. Specifically, students should build on their knowledge of the elements of literature by focusing on how these elements combine to create meaning in a work of literature. They should analyze the relationship between an author's style—including **dialect** and **figurative language**—and the intended impact on the reader. They should be able to identify the persuasive techniques used in **nonprint sources**.

Students should continue to write **expository** compositions by establishing a plan of organization, stating a **central idea**, using details to support that idea, and maintaining unity. They should also write narrative and descriptive pieces and should **edit** and **revise** their writings. Students should be encouraged to choose vocabulary that allows them to express their ideas clearly, concretely, and vividly and to convey the appropriate **tone**. They should begin to use both formal and informal language according to their **purpose** and their **audience**.

The seventh-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

- 7-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
- 7-R1.1 Demonstrate the ability to read a variety of texts **fluently**.
 - 7-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
 - 7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
 - 7-R1.4 Demonstrate the ability to **summarize**, **paraphrase**, analyze, and evaluate what he or she reads.

- 7-R1.5 Demonstrate the ability to identify the details that support the **thesis** of a particular text.
- 7-R1.6 Demonstrate the ability to make predictions about stories.
- 7-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.
- 7-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- 7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on **plot, character, and theme**.
- 7-R1.10 Continue recognizing when statements of fact are not documented and when opinions are not adequately supported.
- 7-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.
- 7-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 7-R1.13 Demonstrate the ability to use **skimming** and **scanning** techniques.
- 7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
- 7-R1.15 Demonstrate the ability to detect **bias** and identify **propaganda techniques**.

Analysis of Texts

- 7-R2 The student will use a knowledge of the **purposes, structures,** and elements of writing to analyze and interpret various types of texts.
 - 7-R2.1 Demonstrate the ability to analyze an author's use of **static, dynamic, round, and flat characters**; the structural elements of **plot; flashback** and **foreshadowing**; and **point of view** and **tone**.
 - 7-R2.2 Demonstrate the ability to compare and contrast **conflict** in a variety of literary works.
 - 7-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between **first-** and **third-person narration** and between the **omniscient** and the **limited omniscient point of view**.
 - 7-R2.4 Demonstrate the ability to compare and contrast **theme** in a variety of texts.
 - 7-R2.5 Demonstrate the ability to identify elements of style such as **word choice** and sentence **structure (syntax)** in a variety of texts.
 - 7-R2.6 Demonstrate the ability to analyze devices of **figurative language** such as the **extended metaphor**; continue identifying **imagery** and **symbolism**.

- 7-R2.7 Demonstrate the ability to identify the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
- 7-R2.8 Demonstrate the ability to identify elements of **poetry** such as **rhyme scheme**, **refrain**, and **stanza**.
- 7-R2.9 Demonstrate the ability to identify the author's **purpose** in texts in a variety of **genres**.
- 7-R2.10 Demonstrate the ability to develop objective criteria for evaluating texts; begin applying objective criteria for evaluating texts in a variety of **genres**.

Word Study and Analysis

- 7-R3 The student will use a knowledge of **semantics**, **syntax**, and **structural analysis** to determine the meaning of unfamiliar words and to read texts with understanding.
 - 7-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate **word choices**, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.
 - 7-R3.2 Demonstrate the ability to use a knowledge of **roots** and **affixes** to analyze the meaning of complex words.
 - 7-R3.3 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meaning of unfamiliar and **multiple-meaning words**.
 - 7-R3.4 Demonstrate the ability to analyze the figurative use of words in context.
 - 7-R3.5 Demonstrate the ability to make simple and complex **analogies**.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- 7-W1 The student will apply a **process approach** to writing.
 - 7-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 7-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
 - 7-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
 - 7-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing**, and **self-evaluation**.

- 7-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.
- 7-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 7-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - 7-W1.6.2 Demonstrate the ability to write business letters.
 - 7-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - 7-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Writing Purposes

- 7-W2 The student will write for a variety of **purposes**.
 - 7-W2.1 Demonstrate the ability to use writing to explain and inform.
 - 7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
 - 7-W2.3 Continue writing to persuade, analyze, and transact business.

Responding to Texts

- 7-W3 The student will respond to texts written by others.
 - 7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
 - 7-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
 - 7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

- 7-W4 The student will create legible texts.
 - 7-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
 - 7-W4.2 Continue using keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

- 7-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
- 7-C1.1 Demonstrate the ability to face an audience, make eye contact, use the appropriate voice level, use appropriate gestures, facial expressions, and posture when making oral presentations.
 - 7-C1.2 Demonstrate the ability to use language, vocabulary, and presentation techniques appropriate for the **purpose** and **audience**.
 - 7-C1.3 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
 - 7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
 - 7-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.
 - 7-C1.6 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
 - 7-C1.7 Demonstrate the ability to participate in **creative dramatics**.
 - 7-C1.8 Continue presenting dramatic readings of literary selections.
 - 7-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - 7-C1.10 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
 - 7-C1.11 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
 - 7-C1.12 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
 - 7-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.
 - 7-C1.14 Continue analyzing and refining varied presentations through **collaboration, conferencing, and self-evaluation**.
 - 7-C1.15 Continue planning and delivering oral presentations to unfamiliar **audiences**.
 - 7-C1.16 Demonstrate the ability to **summarize** conversations and discussions.
 - 7-C1.17 Continue using critical analysis to formulate appropriate oral responses.

Communication: Listening

- 7-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 7-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
 - 7-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - 7-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - 7-C2.5 Demonstrate the ability to listen to record information as a member of a group.
 - 7-C2.6 Continue using critical analysis to formulate appropriate oral responses.

Communication: Viewing

- 7-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- 7-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 7-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
 - 7-C3.3 Demonstrate the ability to analyze details, **character**, **setting**, and cause and effect in material from **nonprint sources**.
 - 7-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - 7-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - 7-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and **nonprint sources**.
 - 7-C3.7 Continue analyzing **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
 - 7-C3.8 Continue evaluating the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message.
 - 7-C3.9 Demonstrate the ability to evaluate the ways that different **nonprint sources** influence and inform.
 - 7-C3.10 Continue evaluating the use of detail, **character**, **setting**, cause and effect, **imagery**, and sound in **nonprint sources**.

- 7-C3.11 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)	The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.
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Selecting a Research Topic

- 7-RS1 The student will select a topic for exploration.
- 7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - 7-RS1.2 Continue asking questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- 7-RS2 The student will gather information from a variety of sources.
- 7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
 - 7-RS2.2 Continue documenting sources by using a standardized system of documentation.
 - 7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
 - 7-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.
 - 7-RS2.5 Continue refining topics and asking additional questions based on the information that he or she has gathered.
 - 7-RS2.6 Continue using note-taking strategies to record facts and opinions from sources.
 - 7-RS2.7 Continue evaluating resources for accuracy, **bias**, and credibility.

Preparing and Presenting Information

- 7-RS3 The student will use a variety of strategies to prepare and present selected information.
- 7-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.

- 7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.
- 7-RS3.3 Continue documenting sources by using a standardized system of documentation.
- 7-RS3.4 Continue preparing a Works Cited list.
- 7-RS3.5 Continue distinguishing his or her own ideas from the ideas and discoveries of others.

Eighth-Grade Language Arts Standards

OVERVIEW

Eighth-grade students should continue to improve their communication and research skills and their appreciation of language. They should hone their knowledge and their verbal skills by reading and closely analyzing increasingly complex persuasive, imaginative, and informational texts. They should understand the use and **purpose** of **figurative language** and should be able to analyze the similarities and differences among texts and authors. Students should evaluate reading selections such as advertisements, editorials, and feature stories for the relationship between **intent** and factual content. Reading grade-level-appropriate texts, students should be able to describe, analyze, and evaluate the information, **arguments** and evidence, and **themes** presented in those texts.

Students should know how to use **prewriting** strategies, how to organize their writings, and how to use elaboration and supporting details. They should demonstrate both **fluency** and flexibility in **revising** their writing for **word choice**, descriptive detail, sequencing of events, and effective transitions between paragraphs.

The eighth-grade standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

- 8-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
- 8-R1.1 Demonstrate the ability to read a variety of texts **fluently**.
 - 8-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.
 - 8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
 - 8-R1.4 Demonstrate the ability to **summarize**, **paraphrase**, analyze, and evaluate what he or she reads.
 - 8-R1.5 Demonstrate the ability to identify the details that support the **thesis** of a particular text.

- 8-R1.6 Demonstrate the ability to make predictions about stories.
- 8-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.
- 8-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- 8-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on the **plot, character**, and **theme**.
- 8-R1.10 Demonstrate the ability to recognize when statements of fact are not documented and when opinions are not adequately supported.
- 8-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.
- 8-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.
- 8-R1.13 Demonstrate the ability to use **skimming** and **scanning** techniques.
- 8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
- 8-R1.15 Demonstrate the ability to detect **bias** and identify **propaganda techniques**.

Analysis of Texts

- 8-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - 8-R2.1 Demonstrate the ability to analyze an author's use of **static, dynamic, round, and flat characters**; the structural elements of **plot; flashback** and **foreshadowing**; and **point of view** and **tone**.
 - 8-R2.2 Demonstrate the ability to compare and contrast **conflict** in a variety of literary works.
 - 8-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between **first-** and **third-person narration** and between the **omniscient** and the **limited omniscient point of view** and explain how they affect the overall **theme** of the work.
 - 8-R2.4 Demonstrate the ability to compare and contrast **theme** in a variety of texts.
 - 8-R2.5 Demonstrate the ability to identify elements of style such as **word choice** and sentence **structure (syntax)** in a variety of texts.
 - 8-R2.6 Demonstrate the ability to analyze and interpret **figurative language**.
 - 8-R2.7 Demonstrate the ability to identify **imagery** and **symbolism**.
 - 8-R2.8 Demonstrate the ability to identify the characteristics of **genres** such as **fiction, poetry, drama**, and informational texts.

- 8-R2.9 Demonstrate the ability to identify elements of **poetry** such as **rhyme scheme, stanza, and refrain**.
- 8-R2.10 Demonstrate the ability to identify the author's **purpose** in texts in a variety of **genres**.
- 8-R2.11 Demonstrate the ability to develop and apply objective criteria for evaluating texts in a variety of **genres**.

Word Study and Analysis

- 8-R3 The student will use a knowledge of **semantics, syntax, and structural analysis** to determine the meaning of unfamiliar words and to read texts with understanding.
 - 8-R3.1 Demonstrate the ability to determine pronunciations, meanings, alternate **word choices**, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.
 - 8-R3.2 Demonstrate the ability to use a knowledge of **roots** and **affixes** to analyze the meaning of complex words.
 - 8-R3.3 Demonstrate the ability to use sentence **structure (syntax)** and context to determine the meaning of unfamiliar words and **multiple-meaning words**.
 - 8-R3.4 Demonstrate the ability to make simple and complex **analogies**.
 - 8-R3.5 Begin distinguishing between the **denotation** and the **connotation** of words and interpreting the connotative power of words.

Writing Goal (W) The student will write for different audiences and purposes .

The Writing Process

- 8-W1 The student will apply a **process approach** to writing.
 - 8-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - 8-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
 - 8-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
 - 8-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing, and self-evaluation**.
 - 8-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

- 8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - 8-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - 8-W1.6.2 Demonstrate the ability to write business letters.
 - 8-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - 8-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Writing Purposes

8-W2 The student will write for a variety of **purposes**.

- 8-W2.1 Demonstrate the ability to use writing to explain and inform.
- 8-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- 8-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.

Responding to Texts

8-W3 The student will respond to texts written by others.

- 8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 8-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- 8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.

Legibility

8-W4 The student will create legible texts.

- 8-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
- 8-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

8-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- 8-C1.1 Demonstrate the ability to use language, vocabulary, and presentation techniques appropriate for the **purpose** and **audience**.
- 8-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- 8-C1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- 8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates.
- 8-C1.5 Demonstrate the ability to use **visual aids**, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
- 8-C1.6 Demonstrate the ability to present dramatic readings of literary selections.
- 8-C1.7 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- 8-C1.8 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
- 8-C1.9 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 8-C1.10 Demonstrate the ability to use oral language to inform, to analyze, to explain, and to compare and contrast different viewpoints.
- 8-C1.11 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.
- 8-C1.12 Demonstrate the ability to analyze and refine varied presentations through **collaboration**, **conferencing**, and **self-evaluation**.
- 8-C1.13 Demonstrate the ability to deliver effective oral presentations to unfamiliar **audiences**.
- 8-C1.14 Demonstrate the ability to **summarize** conversations and discussions.
- 8-C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Communication: Listening

- 8-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
 - 8-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
 - 8-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - 8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - 8-C2.5 Demonstrate the ability to listen to record information as a member of a group.
 - 8-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Communication: Viewing

- 8-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- 8-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
 - 8-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.
 - 8-C3.3 Demonstrate the ability to analyze details, **characters**, **setting**, and cause and effect in material from **nonprint sources**.
 - 8-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - 8-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - 8-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **nonprint sources**.
 - 8-C3.7 Demonstrate the ability to analyze **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
 - 8-C3.8 Demonstrate the ability to evaluate the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message.
 - 8-C3.9 Demonstrate the ability to evaluate the ways that different **nonprint sources** influence and inform.

- 8-C3.10 Demonstrate the ability to evaluate the use of detail, **character**, **setting**, cause and effect, **imagery**, and sound in **nonprint sources**.
- 8-C3.11 Demonstrate the ability to make connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- 8-RS1 The student will select a topic for exploration.
 - 8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - 8-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- 8-RS2 The student will gather information from a variety of sources.
 - 8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
 - 8-RS2.2 Demonstrate the ability to document sources by using a standardized system of documentation.
 - 8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
 - 8-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.
 - 8-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.
 - 8-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.
 - 8-RS2.7 Demonstrate the ability to evaluate sources for accuracy, **bias**, and credibility.

Preparing and Presenting Information

8-RS3 The student will use a variety of strategies to prepare selected information.

- 8-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.
- 8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.
- 8-RS3.3 Demonstrate the ability to document sources by using a standardized system of documentation.
- 8-RS3.4 Demonstrate the ability to prepare a Works Cited list.
- 8-RS3.5 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

English 1 Language Arts Standards

OVERVIEW

Students taking English 1 should continue to develop skills in language through a sustained and structured study of classic and contemporary literature. They should identify the characteristics that distinguish **literary forms** and explain the influence a historical period has on the form, style, and **theme** of a written work. Students should synthesize, analyze, and critique reading selections and should build an extended and specialized vocabulary. Their readings should include consumer information and various research reports that they can use in their oral presentations. Student writings should include narratives, **expository** essays, and technical reports. English 1 students should select and utilize techniques appropriate to the **audience** and the **purpose** for which they are writing.

Students should use spoken and visual language to communicate effectively with a variety of **audiences** and for different **purposes**. They should deliver well-organized formal presentations and demonstrate a command of **Standard American English (SAE)**. They should be able to gather, prepare, and present information from various sources and in various formats.

The high school standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

E1-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary **genres** and **real-world texts**.

- E1-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's **bias**.
- E1-R1.5 Demonstrate the ability to define the **purpose** of a variety of communication formats such as **poetry, drama, fiction**, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.
- E1-R1.6 Begin explaining how **layout** is handled in a variety of informational texts.
- E1-R1.7 Begin analyzing the relationships among **thesis (main idea)**, evidence (concrete supporting details), and **argument** to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.
- E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- E1-R1.9 Begin reading several works on a particular topic, **paraphrase** the ideas, and synthesize them with ideas from other authors addressing the same topic.

Analysis of Texts

- E1-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the **plots, characters, settings**, and **themes** of literary works written during that period.
 - E1-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as **tone, irony**, and **figurative language**.
 - E1-R2.3 Demonstrate the ability to compare and contrast **universal literary themes** as they are developed in works in a variety of **genres**.
 - E1-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as **word choice** and sentence **structure (syntax)**.
 - E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator's **point of view** or the author's choice of narrator affects a work of **fiction**.
 - E1-R2.6 Demonstrate the ability to use a knowledge of **internal structures** to compare selections from works in a variety of **genres**.
 - E1-R2.7 Begin developing and applying personal criteria for evaluating texts in a variety of **genres**.
 - E1-R2.8 Demonstrate the ability to analyze the impact of **conflict (internal and external)** on **plot** and **character** in a literary work.

- E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as **Socratic questioning, literature circles**, class discussion, PowerPoint presentations, and **graphic organizers**.

Word Study and Analysis

- E1-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them correctly.
- E1-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture or mythology.
- E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or **multiple-meaning words**.
- E1-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
- E1-R3.4 Demonstrate the ability to use **analogies, idioms**, and words with precise **connotations** and **denotations** in a variety of oral, written, and graphic presentations.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- E1-W1 The student will apply a **process approach** to writing.
- E1-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
- E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
- E1-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
- E1-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing**, and **self-evaluation**.
- E1-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

- E1-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - E1-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - E1-W1.6.2 Demonstrate the ability to write memos and business letters.
 - E1-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - E1-W1.6.4 Begin writing résumés and job applications.
 - E1-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.

Writing Purposes

E1-W2 The student will write for a variety of **purposes**.

- E1-W2.1 Demonstrate the ability to use writing to explain and inform.
- E1-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- E1-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.

Responding to Texts

E1-W3 The student will respond to texts written by others.

- E1-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- E1-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- E1-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

E1-W4 The student will create legible texts.

- E1-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
- E1-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- E1-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.
- E1-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.
- E1-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.
- E1-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.
- E1-C1.6 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates.
- E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.
- E1-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.
- E1-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- E1-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar **audiences**.
- E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
- E1-C1.13 Demonstrate the ability to analyze and refine varied presentations through **collaboration**, **conferencing**, and **self-evaluation**.

Communication: Listening

- E1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- E1-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, **arguments**, evidence, organization of ideas, delivery, **word choice**, and **syntax**.
 - E1-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.
 - E1-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - E1-C2.4 Demonstrate the ability to analyze the types of **arguments** used by speakers.
 - E1-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - E1-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

Communication: Viewing

- E1-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- E1-C3.1 Demonstrate the ability to analyze and evaluate **nonprint sources** for the effectiveness of the techniques used for particular **audiences**.
 - E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **nonprint sources**.
 - E1-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **nonprint sources** and to evaluate the techniques used to create them.
 - E1-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - E1-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - E1-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **nonprint sources**.

- E1-C3.7 Demonstrate the ability to analyze **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
- E1-C3.8 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E1-RS1 The student will select a topic for exploration.
 - E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - E1-RS2.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- E1-RS2 The student will gather information from a variety of sources.
 - E1-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.
 - E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.
 - E1-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
 - E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
 - E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.
 - E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Preparing and Presenting Information

- E1-RS3 The student will use a variety of strategies to prepare and present selected information.
 - E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

- E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.
- E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
- E1-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
- E1-RS3.5 Demonstrate the ability to prepare a Works Cited list.
- E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

English 2 Language Arts Standards

OVERVIEW

Students taking English 2 should continue to develop skills in language through a sustained and structured study of classic and contemporary literature. They should explain the similarities and differences in literary **structures** and **imagery** as well as universal **themes** from literature of different cultures. Students should continue to synthesize, analyze, and critique reading selections and should build an extended and specialized vocabulary. Students should become competent at interpreting, comparing and contrasting, analyzing, and applying information from printed consumer materials. Student writings should include **expository** essays and creative pieces in which **word choice**, descriptions, and dialogue are emphasized. English 2 students should critique professional and peer writing and should utilize these analyses to refine their personal communication style.

Students should continue to adjust their use of spoken and visual language to communicate effectively to a variety of **audiences**. They should make formal and extemporaneous presentations in the narrative and **expository** modes. They should hone their research skills by asking increasingly more complex questions.

The high school standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

E2-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary **genres** and **real-world texts**.

- E2-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's **bias**.
- E2-R1.5 Demonstrate the ability to define the **purpose** of a variety of communication formats such as **poetry, drama, fiction**, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.
- E2-R1.6 Demonstrate the ability to explain how **layout** is handled in a variety of informational texts.
- E2-R1.7 Demonstrate the ability to analyze the relationships among **thesis (main idea)**, evidence (concrete supporting details), and **argument** to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.
- E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- E2-R1.9 Demonstrate the ability to read several works on a particular topic, **paraphrase** the ideas, and synthesize them with ideas from other authors addressing the same topic.

Analysis of Texts

- E2-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - E2-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the **plots, characters, settings**, and **themes** of literary works written during that period.
 - E2-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as **foreshadowing, flashback, soliloquy, irony, dialect, asides, tone**, and **figurative language**.
 - E2-R2.3 Demonstrate the ability to compare and contrast **universal literary themes** as they are developed in works in a variety of **genres**.
 - E2-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as **word choice** and sentence **structure (syntax)**.
 - E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator's **point of view** or the author's choice of narrator affects a work of **fiction**.
 - E2-R2.6 Demonstrate the ability to use a knowledge of **internal structures** to compare selections from a variety of **multicultural texts**.
 - E2-R2.7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of **genres**.
 - E2-R2.8 Demonstrate the ability to analyze the impact of **conflict (internal and external)** on **plot** and **character** in a literary work.

- E2-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as **Socratic questioning, literature circles**, class discussion, PowerPoint presentations, and **graphic organizers**.

Word Study and Analysis

- E2-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them correctly.
- E2-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.
- E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and **multiple-meaning words**.
- E2-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
- E2-R3.4 Demonstrate the ability to use **analogies, idioms**, and words with precise **connotations** and **denotations** in a variety of oral, written, and graphic presentations.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- E2-W1 The student will apply a **process approach** to writing.
- E2-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
- E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
- E2-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
- E2-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing**, and **self-evaluation**.
- E2-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

- E2-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - E2-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - E2-W1.6.2 Demonstrate the ability to write memos and business letters.
 - E2-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - E2-W1.6.4 Demonstrate the ability to write résumés and job applications.
 - E2-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.

Writing Purposes

E2-W2 The student will write for a variety of **purposes**.

- E2-W2.1 Demonstrate the ability to use writing to explain and inform.
- E2-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- E2-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.

Responding to Texts

E2-W3 The student will respond to texts written by others.

- E2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- E2-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- E2-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

E2-W4 The student will create legible texts.

- E2-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
- E2-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- E2-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.
- E2-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.
- E2-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.
- E2-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.
- E2-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.
- E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.
- E2-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.
- E2-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- E2-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- E2-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar **audiences**.
- E2-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
- E2-C1.13 Demonstrate the ability to analyze and refine varied presentations through **collaboration**, **conferencing**, and **self-evaluation**.

Communication: Listening

- E2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- E2-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, **arguments**, evidence, organization of ideas, delivery, **word choice**, and **syntax**.
 - E2-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.
 - E2-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - E2-C2.4 Demonstrate the ability to analyze the types of **arguments** used by speakers.
 - E2-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - E2-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

Communication: Viewing

- E2-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **nonprint sources** for particular **audiences**.
 - E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **nonprint sources**.
 - E2-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **nonprint sources** and to evaluate the techniques used to create them.
 - E2-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - E2-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - E2-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **nonprint sources**.

- E2-C3.7 Demonstrate the ability to analyze **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
- E2-C3.8 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E2-RS1 The student will select a topic for exploration.
 - E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - E2-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- E2-RS2 The student will gather information from a variety of sources.
 - E2-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.
 - E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.
 - E2-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
 - E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
 - E2-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.
 - E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Preparing and Presenting Information

- E2-RS3 The student will use a variety of strategies to prepare selected information.
 - E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

- E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.
- E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
- E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
- E2-RS3.5 Demonstrate the ability to prepare a Works Cited list.
- E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

English 3 Language Arts Standards

OVERVIEW

Students taking English 3 should extend their study of classic and contemporary literature by reading works of increasing complexity. They should become independent readers, learning to negotiate meaning and extend their vocabulary through a wide range of texts. Students should develop a thorough understanding of the **themes** and periods in the development of American literature. They should evaluate the impact and use of literary elements such as **conflict**, **plot**, **characterization**, and **irony**, as well as **imagery** and other forms of **figurative language**. Student writing should emphasize a greater depth of information, accuracy, and a clear organization that supports the **purpose** of the writing.

Students should conduct research to answer questions and solve problems. They should gather and evaluate data from a variety of sources, analyze and synthesize their research information, and cite their sources appropriately. They should then communicate this information in ways that are appropriate to their **purpose** and **audience**. Students should use effective oral presentation techniques in formal and informal situations, and they should demonstrate an understanding of the impact of language on the expression of an idea.

The high school standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

E3-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

E3-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

- E3-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary **genres** and **real-world texts**.
- E3-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's **bias**.
- E3-R1.5 Demonstrate the ability to define the **purpose** of a variety of communication formats such as **poetry, drama, fiction**, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.
- E3-R1.6 Demonstrate the ability to explain how **layout** is handled in a variety of informational texts.
- E3-R1.7 Demonstrate the ability to analyze the relationships among **thesis (main idea)**, evidence (concrete supporting details), and **argument** to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.
- E3-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- E3-R1.9 Demonstrate the ability to read several works on a particular topic, **paraphrase** the ideas, and synthesize them with ideas from other works addressing the same topic.

Analysis of Texts

- E3-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - E3-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the **plots, characters, settings, and themes** of literary works written during that period.
 - E3-R2.2 Demonstrate the ability to contrast the principal periods in American literature in reference to **themes**, styles, or trends.
 - E3-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as **foreshadowing, flashback, soliloquy, irony, dialect, asides, tone, and figurative language**.
 - E3-R2.4 Demonstrate the ability to compare and contrast **universal literary themes** as they are developed in works in a variety of **genres**.
 - E3-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as **word choice** and sentence **structure (syntax)**.
 - E3-R2.6 Demonstrate the ability to describe with specific examples how the narrator's **point of view** or the author's choice of narrator affects a work of **fiction**.

- E3-R2.7 Demonstrate the ability to use a knowledge of **internal structures** to compare selections from a variety of American literature.
- E3-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of **genres**.
- E3-R2.9 Demonstrate the ability to analyze the impact of **conflict (internal and external)** on **plot** and **character** in a literary work.
- E3-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as **Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers**.

Word Study and Analysis

- E3-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them correctly.
 - E3-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.
 - E3-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and **multiple-meaning words**.
 - E3-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
 - E3-R3.4 Demonstrate the ability to use **analogies, idioms**, and words with precise **connotations** and **denotations** in a variety of oral, written, and graphic presentations.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- E3-W1 The student will apply a **process approach** to writing.
 - E3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
 - E3-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
 - E3-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.

- E3-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration, conferencing, and self-evaluation**.
- E3-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.
- E3-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - E3-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - E3-W1.6.2 Demonstrate the ability to write memos and business letters.
 - E3-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - E3-W1.6.4 Demonstrate the ability to write résumés and job applications.
 - E3-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.

Writing Purposes

E3-W2 The student will write for a variety of **purposes**.

- E3-W2.1 Demonstrate the ability to use writing to explain and inform.
- E3-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- E3-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.

Responding to Texts

E3-W3 The student will respond to texts written by others.

- E3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- E3-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- E3-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

E3-W4 The student will create legible texts.

E3-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.

E3-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.

E3-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

E3-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.

E3-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.

E3-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.

E3-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.

E3-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

E3-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.

E3-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

E3-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.

E3-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar **audiences**.

- E3-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
- E3-C1.13 Demonstrate the ability to analyze and refine varied presentations through **collaboration**, **conferencing**, and **self-evaluation**.

Communication: Listening

- E3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
 - E3-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, **arguments**, evidence, organization of ideas, delivery, **word choice**, and **syntax**.
 - E3-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.
 - E3-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - E3-C2.4 Demonstrate the ability to analyze the types of **arguments** used by speakers.
 - E3-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - E3-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

Communication: Viewing

- E3-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
 - E3-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **nonprint sources** for particular **audiences**.
 - E3-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **nonprint sources**.
 - E3-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **nonprint sources** and to evaluate the techniques used to create them.

- E3-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
- E3-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
- E3-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **nonprint sources**.
- E3-C3.7 Demonstrate the ability to analyze **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
- E3-C3.8 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E3-RS1 The student will select a topic for exploration.
 - E3-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - E3-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- E3-RS2 The student will gather information from a variety of sources.
 - E3-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary** sources.
 - E3-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.
 - E3-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
 - E3-RS2.4 Demonstrate the ability to evaluate information for its relevance to his or her research questions.
 - E3-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.

- E3-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Preparing and Presenting Information

- E3-RS3 The student will use a variety of strategies to prepare and present selected information.
- E3-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.
 - E3-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.
 - E3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
 - E3-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
 - E3-RS3.5 Demonstrate the ability to prepare a Works Cited list.
 - E3-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

English 4 Language Arts Standards

OVERVIEW

Students taking English 4 should continue to extend their study of classic and contemporary literature and informational texts by reading works of increasingly complexity. They should become independent readers, learning to negotiate meaning and extend their vocabulary through a wide range of texts. Students should be exposed to the major **genres, themes**, and periods of British literature. They should continue to analyze the operation of literary elements such as **conflict, plot, characterization, irony**, and **figurative language**.

Students should conduct a research inquiry to synthesize and apply information from various sources in order to support the ideas they are examining in their writing. Students should write in a variety of **genres** and should evaluate their own work for effectiveness. English 4 students should demonstrate a command of **Standard American English (SAE)** and should demonstrate the ability to determine the oral presentation style and the technique that is appropriate for their **purpose** and **audience**.

The high school standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

Reading Goal (R)	The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
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Reading Process and Comprehension

E4-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E4-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

E4-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

E4-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary **genres** and **real-world texts**.

- E4-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's **bias**.
- E4-R1.5 Demonstrate the ability to define the **purpose** of a variety of communication formats, such as **poetry, drama, fiction**, essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, and lab reports.
- E4-R1.6 Demonstrate the ability to explain how **layout** is handled in variety of informational texts.
- E4-R1.7 Demonstrate the ability to analyze the relationships among **thesis (main idea)**, evidence (concrete supporting details), and **argument** to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.
- E4-R1.8 Demonstrate the ability to draw conclusions and make inferences.
- E4-R1.9 Demonstrate the ability to read several works on a particular topic, **paraphrase** the ideas, and synthesize them with ideas from other works addressing the same topic.

Analysis of Texts

- E4-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.
 - E4-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the **plots, characters, settings**, and **themes** of literary works written during that period.
 - E4-R2.2 Demonstrate the ability to contrast the principal periods in British literature in reference to **themes**, styles, and trends.
 - E4-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as **foreshadowing, flashback, dialect, irony, satire, asides, tone**, and **figurative language**.
 - E4-R2.4 Demonstrate the ability to compare and contrast **universal literary themes** as they are developed in works in a variety of **genres**.
 - E4-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as **word choice** and sentence **structure (syntax)**.
 - E4-R2.6 Demonstrate the ability to describe with specific examples how the narrator's **point of view** or the author's choice of narrator affects a work of **fiction**.
 - E4-R2.7 Demonstrate the ability to use a knowledge of **internal structures** to compare selections from a variety of British literature.
 - E4-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of **genres**.

- E4-R2.9 Demonstrate the ability to analyze the impact of **conflict** (**internal** and **external**) on **plot** and **character** in a literary work.
- E4-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as **Socratic questioning**, **literature circles**, class discussion, PowerPoint presentations, and **graphic organizers**.

Word Study and Analysis

- E4-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them correctly.
- E4-R3.1 Demonstrate the ability to analyze the origin and the meaning of new words by using a knowledge of culture, mythology, or literature.
- E4-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and **multiple-meaning words**.
- E4-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
- E4-R3.4 Demonstrate the ability to use **analogies**, **idioms**, and words with precise **connotations** and **denotations** in a variety of oral, written, and graphic presentations.

Writing Goal (W)	The student will write for different audiences and purposes .
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The Writing Process

- E4-W1 The student will apply a **process approach** to writing.
- E4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
- E4-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
- E4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
- E4-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing.
- E4-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

- E4-W1.6 Demonstrate the ability to write and publish in a variety of formats.
 - E4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
 - E4-W1.6.2 Demonstrate the ability to write memos and business letters.
 - E4-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
 - E4-W1.6.4 Demonstrate the ability to write résumés and job applications.
 - E4-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.

Writing Purposes

E4-W2 The student will write for a variety of **purposes**.

- E4-W2.1 Demonstrate the ability to use writing to explain and inform.
- E4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
- E4-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.

Responding to Texts

E4-W3 The student will respond to texts written by others.

- E4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
- E4-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing style.
- E4-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Legibility

E4-W4 The student will write legibility.

- E4-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.
- E4-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- E4-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.
- E4-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
- E4-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.
- E4-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.
- E4-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.
- E4-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates.
- E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.
- E4-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection.
- E4-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
- E4-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
- E4-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar **audiences**.
- E4-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
- E4-C1.13 Demonstrate the ability to analyze and refine varied presentations through **collaboration**, **conferencing**, and **self-evaluation**.

Communication: Listening

- E4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- E4-C2.1 Demonstrate the ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, **arguments**, evidence, organization of ideas, delivery, **word choice**, and **syntax**.
 - E4-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable.
 - E4-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
 - E4-C2.4 Demonstrate the ability to analyze the types of **arguments** used by speakers.
 - E4-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
 - E4-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

Communication: Viewing

- E4-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- E4-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **nonprint sources** for particular **audiences**.
 - E4-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **nonprint sources**.
 - E4-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **nonprint sources** and to evaluate the techniques used to create them.
 - E4-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
 - E4-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **nonprint sources**.
 - E4-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **nonprint sources**.

- E4-C3.7 Demonstrate the ability to analyze **nonprint sources** for accuracy, **bias**, **intent**, and **purpose**.
- E4-C3.8 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E4-RS1 The student will select a topic for exploration.
 - E4-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
 - E4-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.

Gathering Information and Refining a Topic

- E4-RS2 The student will gather information from a variety of sources.
 - E4-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.
 - E4-RS2.2 Demonstrate the ability to evaluate the credibility of sources including consideration of accuracy and **bias**.
 - E4-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
 - E4-RS2.4 Demonstrate the ability to evaluate information for its relevance to his or her research questions.
 - E4-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.
 - E4-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Preparing and Presenting Information

- E4-RS3 The student will use a variety of strategies to prepare and present selected Information.
- E4-RS3.1 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.
 - E4-RS3.2 Demonstrate the ability to analyze, evaluate, synthesize, and organize information from various sources, including those accessed through the use of technology, to create a documented research project.
 - E4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
 - E4-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
 - E4-RS3.5 Demonstrate the ability to prepare a Works Cited list.
 - E4-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

Glossary

Terms are defined here as they relate to the content of this document. It is important to note that some terms may have several definitions or explanations.

The following sources have been used in the formulation of definitions for this glossary: *A Dictionary of Reading and Related Terms*, edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1981); *The Literacy Dictionary: The Vocabulary of Reading and Writing*, edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1995); and *NTC's Dictionary of Literary Terms*, by Kathleen Morner and Ralph Rausch (Lincolnwood, IL: National Textbook, 1991).

affix. A word element such as a prefix or suffix than can function only when it is attached to a **base word**—for example, the *re-* in “rename” and the *-ing* in “naming.”

alliteration. The repetition of the initial sounds or stressed syllables in neighboring words, as in “The fair breeze blew, the white foam flew,/The furrow followed free” (Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*).

analogy. A similarity in certain respects between things that are otherwise dissimilar; a comparison based on such similarity. Analogies are used for teaching and testing. The key is to determine the relationship between two words and then find other pairs of words that have a similar relationship. Possible relationships are **antonyms** (in:out::hot:cold), **synonyms**, object to action (ear:hear::mouth:speak), action to object (hear:ear::talk:mouth), part to whole, purpose (chair:sit::bed:sleep), cause and effect, numerical (5:10::3:6), sequence, degree (pretty:beautiful::warm:hot), characteristics (snow:cold::sun:hot), grammatical (she:her::he:him), place (bear:den::bee:hive), and association (soap:clean::mud:dirty).

antonym. A word whose meaning is opposite that of another word.

argument. The logical, systematic presentation of reasoning and supporting evidence that proves the validity of a statement or position. See **thesis**.

aside. A statement made aloud on stage by an actor to the **audience**, an utterance presumably not heard by the other actors present.

audience. The specific person or group for whom a piece of writing, a spoken message, or a visual representation is intended. Awareness of audience affects important decisions that the writer or speaker makes about a piece of work (e.g., **word choice**, details, **tone**).

base word. A word to which **affixes** may be added to create related words, as *group* in “regroup” or “grouping.”

bias. A personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice.

central idea. See **main idea**.

character. A personage in a literary work that is either a human being or a figure who possesses human qualities and is portrayed in human terms. Unlike a person in real life, a literary character's qualities and actions are limited to those required for his or her function in the story, whether the character seems designed to fit the **plot** or the **plot** is derived from the character. At the center of the **plot** is the hero, or the protagonist. The protagonist may or may not be an admirable figure. The antagonist is the character or the force with which the protagonist must contend. The **conflict** between the protagonist and the antagonist is the essence of **plot**.

Dynamic characters are those who change in a significant way during the course of the story. **Static characters** remain the same throughout the story. A character who is presented in a complex, three-dimensional portrait is called a **round character**. Generally, major characters in works of **fiction** are presented as fully developed, or rounded, personalities. If the author chooses instead to focus a **characterization** on a single dominant trait, the result is a **flat character**.

characterization. The representation of the individual human personality in a literary work. Characterization can be accomplished either directly or indirectly—that is, the author can show us the character actually speaking, thinking, and acting; or the author can tell us about the character through the thoughts, comments, and actions of other characters and through the summaries and descriptions of the narrator. See **character**.

collaboration. Work that is done jointly to improve the efforts of all.

compound word. A combination of two or more words that functions as a single unit of meaning. Compound words are written as single words (called *closed compounds*)—the word “flowerpot,” for example. Or they are hyphenated (called *hyphenated compounds*), as “merry-go-round” and “well-being.” Or they are written as separate words (called *open compounds*), as “school bus” and “decision making.” Some words are one type of compound as one part of speech and another type as a different part of speech. The word “carry over,” for example, is an open compound as a verb but a closed compound (“carryover”) as a noun.

concepts about print. The concepts that children need to learn about the conventions and characteristics of written language, such as directional movement, one-to-one matching of spoken and printed words, the concept of letter and word, book conventions (e.g., title, name of author), and the proper way to hold and open a book.

conferencing. Holding discussions about work. A conference may involve students, teachers, peers, or parents.

conflict. The opposing forces of protagonist and antagonist that create **plot** in literary works that tell a story (e.g., **drama**, novel, short story, narrative poem). The protagonist may be involved in an **external conflict**, opposing the environment (e.g., nature, society as a whole, townspeople, family, religious tradition) or another character as the antagonist. Or the protagonist may be involved in an **internal conflict**, opposing some element within him- or herself as the antagonist.

connotation. The idea suggested by a particular word or thing; the set of associative implications constituting the general sense of a word in addition to its literal meaning; the emotional coloring of a word. See **denotation**.

creative dramatics. Informal dramatization using simple staging and few, if any, set properties and costumes.

cues. Any of the various sources of information—such as **phonics**, **structural analysis**, **semantics**, **syntax**, and pictures—that help the reader to interpret a text or to understand a word he or she does not recognize at first glance.

denotation. The most specific or literal meaning of a word, in contrast to its **connotation**. For example, the denotation of the word “leader” is simply “one who leads.” The word has virtually no **connotation** because it says nothing *about* the leader. In contrast, the words “demagogue” and “tribune” (both of which have basically the same denotative meaning as the word “leader”) have very precise—and totally different—connotative meanings. A *demagogue* is the kind of leader who plays upon the fears and prejudices of people in order to control them. A *tribune*, on the other hand, is the kind of leader who defends individual human rights. The word “demagogue” has a negative **connotation**; the word “tribune,” a positive one.

derivative. A word that has come into the English language directly from another language. For example, we say that the word “telephone” is a Greek derivative because its origin is the Greek combining forms *tele-*, which means “afar,” “far off,” and *-phone*, which means “sound”—a telephone carries *sound far off*. The word “biped” is a Latin derivative: it comes from the Latin prefix *bi-*, meaning “two,” and the Latin **root** *-ped*, meaning “foot”—a “biped” is a *two-footed* animal. Likewise, a *pedestrian* is someone who travels on foot. A *pedal* is a device that one uses with one’s foot.

dialect. (1) A regional variety of a particular language, such as the Gullah dialect, in Charleston, South Carolina. (2) A variation of a standard language that has its own history and is now a codified standard language itself. For example, French and Spanish are called “Romance dialects” because they are languages that originated as regional (i.e., in France and Spain) variations of classical Latin (the term “Romance” here means “of the Romans”). Similarly, American English and British English are dialects of the English language, and for this reason, the terms **Standard American English (SAE)** and Standard British English (SBE) are often used.

drama. A play; a story that has no narrator but is instead written to be performed by actors on a stage before an audience. Like **fiction** (which does have the narrator), drama typically centers in the **conflict** between protagonist and antagonist. See **character**.

dynamic character. See **character**.

edit, editing. Preparing written material for publication or presentation. The term *editing* more narrowly refers to the correction of the conventions of writing, such as spelling, punctuation, and capitalization, while the term **revising** refers to making structural and content changes in a manuscript.

environmental print. Text and other graphic symbols that are part of the physical environment—street signs, billboards, television commercials, store signs, and so on. Environmental print affords opportunities for learners in the early phases of literacy to discover and explore the nature and functions of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense.

expository. The mode of writing whose **purpose** is to convey information or to explain and establish the validity of an idea (**thesis**) in a logical, clear, and concrete manner.

extended metaphor. See **metaphor**.

external conflict. See **conflict**.

fiction. (1) The literary **genre** that is written in the narrative mode and thus contains five central elements: **plot**, **character**, **point of view**, **setting**, and **theme**. Its three forms are the novel, the novella, and the short story. (2) The form of writing that is distinguished from **nonfiction** as being creative, rather than logical, in its approach; imaginative, rather than factual, in its content; and artistic, rather than **expository**, in its method and effect. Fiction, or a fictional element, is found in many **literary forms**, such as historical fiction, fables, fairytales, folklore, legends, and picture books. Fictional elements may also be found in some biographies, autobiographies, and works in other types of **nonfiction**. See **nonfiction**.

figurative language. The nonliteral use of language; language that must be read and interpreted beyond the literal level. Figurative language resides in *figures of speech* (e.g., **metaphor**, **simile**, **hyperbole**, **personification**), which are the specific devices of creative expression that authors use to articulate ideas without stating them directly.

first-person narration. See **point of view**.

flashback. The technique of disrupting the chronological flow of a narrative by interjecting events that have occurred at an earlier time.

flat character. See **character**.

fluency. The smoothness, accuracy, and ease with which an individual speaks, writes, or reads a particular language.

fluently. To speak, read, or write with **fluency**.

foreshadowing. The technique of giving clues to coming events in a narrative or a **drama**.

genre. The type or category of written work that exists on the basis of certain distinguishing characteristics of form, **structure**, method, and content.

graphic organizer. A visual organizer such as a map, web, chart, or diagram that shows relationships.

graphic representations. Charts, graphs, pictures, **graphic organizers**, and the like; included in texts to serve as a source of information, to assist in comprehension, and to aid in organizing information.

graphophonics. The relationship between the sounds of words and the symbols (letters) that are used to represent those sounds.

high-frequency words. Basic vocabulary that very young readers see so often in written material that it forms the building block for their learning to recognize more and more words.

homonym. A word with a different origin and meaning but the same spelling and pronunciation as one or more other words—for example, *bear* the noun referring to an animal and *bear* the verb meaning “to support”; *row* the verb meaning “to propel a boat” and *row* the noun meaning “line.”

hyperbole. The figure of speech that is overstatement, an exaggeration that is done to make a point—for example, “My feet are killing me!” Hyperbole is a device that major authors use in serious contexts. A well-known example is the guilty fear of Shakespeare’s *Macbeth*, who says concerning the fact that the blood of King Duncan, whom he has just murdered, is on his hand:

Will all great Neptune’s ocean wash this blood
Clean from my hand? No. This my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

No matter how guilty *Macbeth* is, he does not need an ocean of water to wash the blood off his hand, and there could not possibly be enough blood on his hand to turn the ocean red.

idiom. An expression in a given language that is unique in its expression and meaning and that cannot, therefore, be analyzed or understood on the basis of what it actually says. For example, the statement “It looks like rain” must be read as in fact saying that a certain unnamed object (“it”) resembles (“looks like”) precipitation (“rain”). However, the idiomatic meaning of the statement is that weather conditions at the moment suggest that precipitation will soon begin to fall. Similarly, the common idiomatic English greeting “How do you do?” might elicit from a foreigner the response “How do I do *what?*”

imagery. The use of language that creates a sensory impression within the reader’s mind, an “image” of something that can be perceived by one of the five senses—a smell (olfactory imagery), a sound (auditory imagery), an object (visual imagery), and so on.

inflectional ending. A suffix that changes either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.

intent. (1) The overriding **purpose** of a speech or written work—for example, to entertain, to inform, to persuade. (2) The meaning that an author or speaker seeks to impart in the whole or in any particular part of a work. See **purpose**.

internal conflict. See **conflict**.

internal structures. See **structure**.

intonation. The distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence. For example, intonation produces the distinction between a command (“Cut it out!”) and a question (“Cut it out?”).

irony. (1) The figure of speech in which the speaker or writer consciously intends to be understood to mean the complete opposite of what he or she is actually saying in a single word or phrase. For example, on a cold, rainy day, one might say, “*Great* weather we’re having, isn’t it?” and want to be understood as saying “*Miserable* weather. . . .” (2) The literary technique of creating the impression, through **plot** or **character**, that the appearance and the reality of the given situation are the same, when actually (as the reader or audience will ultimately

learn) there is a vast discrepancy between the two. This technique is called irony of situation. See **point of view**.

language patterns. The systematic arrangement of elements of a language based on their regularities and predictable qualities, such as the way morphemes are grouped into words or the way **intonation** indicates meaning.

layout. The physical arrangement of a text and graphics on a page; includes such elements as the ratio between graphics and text, the fonts and font sizes used, and the placement of text and graphics in relation to white space.

limited omniscient point of view. See **point of view**.

literary forms. Literary **genres** and the subcategories of each **genre** (e.g., the **genre** of the novel has such subcategories as romance, tragicomedy, and mystery).

literary model. The work of an accomplished author that one uses as a model for one's own writing.

literature circles. Discussion groups in which students meet regularly to talk about books. Groups are formed on the basis of the books that members have chosen to read. A whole class may read the same book, or the small groups may read different works that are connected by a **theme**, **genre**, or author.

main idea. (1) The key point made in a written passage; the **central idea.** (2) The chief topic of a passage as expressed in a word or a phrase. (3) The idea that directs the development of a paragraph and is stated as the topic sentence of that paragraph. (4) The **thesis** that the entirety of an **expository** work is written to prove valid.

medial sound. A sound or letter that neither begins nor ends a syllable or word, as /t, /a/, /m/ in "stamp" or /a/ in "cat."

metaphor. The device of **figurative language** in which one thing is represented as actually *being* another, wholly dissimilar thing—in contrast to the **simile**, which says that the one thing is merely *like* the dissimilar thing. This, for example, is a metaphor: "The woman *is a tiger* when her children are threatened." This is a **simile**: "The woman fights *like a tiger* when her children are threatened." A metaphor, then, is an implied comparison that equates one thing with another thing that is completely unlike it by imaginatively identifying in it the qualities of that unlike thing.

The literal term ("woman," in the example above) and the figurative term ("tiger") do not have to be stated in order for a metaphor to operate, however. The figurative term is often simply *substituted* for the literal one. For example, in *Childe Harold's Pilgrimage*, when Byron speaks of "Europe's *flowers . . . rooted up*," he is actually talking about the many *young men* who have been killed in war, although he never states the equation.

In addition, *both* of the metaphor's terms can merely be *implied*. For example, in the poem "Ulysses," Tennyson has Ulysses say, by means of a metaphor, that he is like a sword that will shine brightly if it is used but will become dull and rusted if it is not used. The actual lines are "How dull it is to pause, to make an end,/To rust unburnished, not to shine in use." Nowhere in the poem does the word "sword" appear.

A metaphor may be a single, isolated figure in a work, or it may be an **extended metaphor**—one that may be sustained throughout the entire work and thus function as the controlling image. The poem “Anthem for Doomed Youth,” by Wilfred Owens, is an extended metaphor in which the things that are associated with a traditional funeral—the ringing of the church bell, prayers, flowers, candles, tears, and so on—are equated with what is happening to the vast numbers of anonymous young men who are being slaughtered on the battlefield and who will be given no formal burial: “What passing-bells for these who die as cattle?/Only the monstrous anger of the guns. . . .”

multicultural texts. Writing that reflects the customs, beliefs, and experiences of people of a number of diverse cultural backgrounds.

multiple-meaning words. Words that have more than one meaning and can be used as more than one part of speech. The word *run*, for example, can be a verb that means “to move swiftly” or a verb that means “to operate”; it can also be a noun that refers to an enclosure where a dog is allowed to exercise or a noun that refers to a ravel in a knitted garment such as hosiery. It can have many other meanings as well.

nonfiction. (1) Prose written with the primary **purpose** of explaining, arguing, or describing in an objective, straightforward manner. (2) The form of factual prose that includes such **genres** as biography and autobiography. Note: Although its emphasis is factual, fictional elements are sometimes found in more personal forms of nonfiction—the mixed **genre** known as the nonfiction novel, for instance (e.g., Isak Dinesen’s *Out of Africa*, Truman Capote’s *In Cold Blood*, Louis-Ferdinand Céline’s *Castle to Castle*).

nonprint sources. Sources of information such as television, radio, films, movies, videotapes, live performances, and the Internet.

onomatopoeia. (1) The use of words whose sounds suggest their meanings, such as “rattle,” “murmur,” “crash,” “bog.” (2) The use or coining of words specifically in order to imitate or reproduce a particular sound (“buzz,” “purr,” “honk,” “bong,” “boink,” “grrr”).

omniscient point of view. See **point of view**.

onset. The first part of a syllable or any consonants that precede the vowel. In the word “flat,” /f/ is the onset, and /at/ is the **rime**. In the word “greed,” /gr/ is the onset, and /eed/ is the **rime**. See **rime**.

paraphrase, paraphrasing. Stating in one’s own words the meaning of something that someone else has spoken or written.

personification. The figurative device in which nonhumans (animals, objects, abstractions) are represented as being human or as having human attributes. A poet might say, for example, the sun was “smiling” or the winds were “angry.” A philosopher might write that pride is always “eager for a victory.” Jack London personifies the dog in the short story “To Build a Fire,” the omniscient narrator reading its thoughts and feelings: “The animal was depressed by the tremendous cold. It knew that it was no time for travelling.” In “Ode to a Nightingale” John Keats calls the musk rose, which blooms in late spring, “mid-May’s eldest child,” giving the month and flower the relationship of mother and child. Sylvia Plath’s “Mirror” is an extended personification, the entire poem being what the mirror says

about itself: "I am silver and exact. I have no preconceptions./Whatever I see I swallow immediately. . . ."

phonics. A part of reading instruction that teaches students the relationship between letters, groups of letters, and patterns of letters in print and the sounds that they represent.

plot. The sequence of events that comprise the internal **structure** of a literary work that tells a story (e.g., novel, **drama**). The essence of plot in literature is **conflict**. With its basis in **conflict**, the conventionally plotted work has a five-part plot **structure**: generating circumstance (also called the "exciting force" and "activating circumstance"), which sets up the **conflict**; rising action; turning point, or climax; falling action; and denouement, which is the resolution of the **conflict**.

poetry. The literary **genre** that is characterized by rhythm and meter, syntactical inversions and ellipses, the use of **figurative language**, and the imaginative use of sound in its association with meaning and that operates upon the reader as an emotional, rather than rational, force. Among its formal subgenres are the classical epic, the lyric, the ode, the sonnet, the narrative poem, the elegy, and the dramatic monologue.

point of view. In **fiction**, the single vantage point from which the reader is told the story; the eyes through which the entire narrative is filtered. There are three major points of view: **omniscient**, **limited omniscient**, and **first person**.

With the **omniscient point of view**, a **third-person** narrator functions as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters. An omniscient narrator may or may not be the author speaking in his or her own voice.

With the **limited omniscient point of view**, the story is told by a **third-person** narrator whose *omniscience* is *limited*, or restricted, to a single **character**—that is, the narrator reads the thoughts and feelings of only one particular character. And because this character, like all human beings, knows no more than what he or she sees, hears, feels, thinks, and believes, the reader can sometimes have a mistaken impression about what the situation actually is. The misrepresentation of people and circumstances that limited omniscience can create is often used as the basis for irony of situation. See **irony**.

With the **first-person point of view**, the narrator speaks directly in his or her own voice, using the personal pronoun "I" (or, infrequently, the plural "we," as is the case in William Faulkner's short story "A Rose for Emily"). A first-person narrator may or may not be a **character** in the story and may or may not be the author speaking in his or her own voice.

polysyllabic word. Strictly, a word that has more than one syllable. In general usage, a word with more than three syllables, such as the word "polysyllabic" itself.

predictable books. Books that children can predict because the text and the pictures are closely correlated with one another and the same words and phrases recur throughout.

prewriting. The initial, creative stage of the **writing process**, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways to organize the ideas and information.

primary source. An original document—a work of literature, a historical manuscript, material in archival collections, and so forth—that is used as part of research into a particular subject. If one were researching the American Revolution, for example, the Declaration of Independence would be a primary source. If one were researching the history of Rome, Julius Caesar's *Commentaries on the Gallic Wars* would be an important primary source because Caesar wrote his commentaries after having actually fought in the Gallic Wars.

process approach. See **writing process**.

propaganda. An extreme form of persuasion intended to prejudice and incite the reader or listener to action either for or against a particular cause or position, usually by means of a one-sided **argument** and an appeal to the emotions. It can be said that Hitler's propaganda campaign against the Jews was a major factor in his being able to carry out the Holocaust.

purpose. The reason a person reads, writes, speaks, listens, or views; the goal that a reader, writer, speaker, listener, or viewer seeks to attain through that experience. One's purpose in *reading* determines the materials one selects, the comprehension strategies and study modes that one uses, and the speed at which one reads. One's purpose in *writing*—which may be to entertain, to explain, to inform, to describe—determines the **genre** as well as the **prewriting** strategies one will use.

reading process. The process during which a developing reader searches for meaning within a text and constructs that meaning by connecting his or her background knowledge and expectations with what he or she is able to read in that text. Comprehension and **fluency** are the important goals of the reading process for developing readers.

real-world texts. The written materials from the everyday world such as newspapers, magazines, and brochures that are used in the classroom as teaching tools.

refrain. The **verse** or phrase repeated at intervals in a poem or song, usually at the end of a **stanza**; chorus.

retell, retelling. The process in which the student, after having read or listened to a story, describes what happens in it. The purpose of retelling is to allow the teacher to gain insight into the student's ability to interact with, interpret, and draw conclusions from a text.

revise, revising. Reworking a written draft to improve it by adding or taking out information; combining and reordering words, sentences, or paragraphs; and/or changing **word choice** according to the particular **purpose** and **audience**. See **edit, editing**.

rhyme scheme. The sequence, or pattern, of **rhyming words** at the end of the lines in **poetry**, which we make visible by using the sequential letters of the alphabet to indicate each change and recurrence in rhyme. Some rhyme schemes are unique to the individual poems; others are dictated as part of the particular poetic form. The prescribed rhyme scheme of the limerick, for example, is *aabba*. The prescribed rhyme scheme of the octave (first eight lines) of the Italian sonnet is *abbaabba*; the sestet (last six lines) may be either *cdcdcd* or *cdecde* or *cdcdde*.

rhyming words. Words that have identical or very similar final sounds. For example, “deface,” “place,” and “disgrace”; “sound,” “confound,” and “drown”; “increase,” “decease,” and “caprice”; “mistaken,” “bacon,” “forsaken.”

rime. The second part of a syllable or the vowel and any consonants that follow. In the word “grand,” /and/ is the rime, which follows the **onset** /gr/. In the word “slight,” /ight/ is the rime, which follows the **onset** /sl/. See **onset**.

root. In the analysis of word composition, the element that is the basis of the word’s meaning and that cannot be divided without the loss of that meaning. For example, “graph” is a root. It means “writing” or “written” (from the Greek verb *graphein*, which means “to write”), and thus it functions as the root of such words as “telegraph,” “photograph,” “graphite,” “graphology,” “monograph,” “graphic,” “autobiography” and “electroencephalograph”—all of which have the idea of “something written” at the center of their meaning and derivation. See **derivative**.

round character. See **character**.

satire. The literary form that uses ridicule or scorn, often in a humorous or witty way, to expose vices and follies.

scanning. Examining or reading quickly and selectively for a particular **purpose**.

secondary source. Any source other than a **primary source** that is used in researching a particular subject. In the study of an author’s ideas, for example, that author’s works are the **primary sources**, and materials such as works of literary criticism, biography, and history are secondary sources.

self-evaluation. In the **writing process**, the writer’s conscious awareness of the development of his or her text, marked by rereading and reflection on what is needed to communicate ideas and information effectively to the particular **audience**.

semantics. The meaning of words or the process of interpreting the meaning of words.

setting. The time and place in which the action in a literary work occurs. In some **dramas** and works of **fiction**, setting is a crucial element in the development of **theme**, **plot**, and **character**. At the other extreme in such works, the setting—or the significance of setting—can be virtually nonexistent.

The significant details of place setting may be as narrow as the furniture and the temperature in a given room or as broad as a given country, continent, or planet. The importance of time setting can center in the time of day, the season of the year, the era of a specific historical event (such as the Civil War), or a general period in history (such as the Elizabethan Age or the Roman Empire).

simile. The device of **figurative language** that is a stated comparison—usually using the words “like” or “as”—between two wholly dissimilar things. In “To a Sky-Lark,” Percy Shelley describes the bird, singing its eloquently beautiful song invisibly in the air, as being “*Like a Poet hidden/In the light of thought*” and “*Like a rose embower’d/In its own green leaves*,” for example. In the poem that begins “*I wandered lonely as a cloud*,” William Wordsworth compares himself, walking alone in the countryside on a sunny day, to a single cloud in the sky. He goes on in this poem to use the sky as the basis for another simile, describing the vast expanse of daffodils that are blooming vividly in a field by comparing the yellow

flowers to stars: "Continuous as *the stars* that shine/And twinkle on the milky way." See **metaphor**.

skimming. Reading or glancing quickly or superficially through a text.

Socratic questioning. A method of teaching by asking students leading questions in order to stimulate their critical thinking and strengthen their ability to reason.

soliloquy. In **drama**, a speech given by a **character** who is alone on the stage and who speaks as though he or she were either thinking aloud or talking to him- or herself.

Standard American English (SAE). The version of the English language that is regarded as the model in America for writers and speakers who are considered to be educated. SAE is used in most educational, government, and news publications. What is considered the standard **dialect** of any language changes over time.

stanza. A group of lines in a poem or song with an identifiable pattern of meter and often rhyme.

static character. See **character**.

structural analysis. The process of using a knowledge of **roots**, **affixes**, **compound words**, and inflection to pronounce a word and/or to understand its meaning.

structure. The order or arrangement of the parts of a piece of writing to form a coherent, unified whole. Structure is both internal and external, both logical and mechanical. For example, the **plot** of a novel is its internal structure; the arrangement of a novel into chapters or parts is its external structure. **Syntax** is the ordering, or arrangement, of words that forms the logical and mechanical structure of a sentence. The **expository** essay is structured internally on the basis of a **thesis** and supporting points; its external structure is simply sentences and paragraphs. The Italian sonnet is mechanically structured as two parts, the octave and the sestet. Its internal structure is that in the octave a question is asked or a problem described and in the sestet the question is answered or a solution to the problem is put forth.

summarize, summarizing. Formulating a brief statement that contains the essential ideas of a particular passage, an entire work, or a body of research material.

symbolism. The use or existence of the device of **figurative language** in which a concrete thing represents an abstraction. A literary symbol can be anything that has a real, physical presence in the imaginary world of the particular literary work and that is perceivable by one of the five senses—an object, an odor, a color, a tactile sensation such as heat or cold, a sound (although, for the most part, sound symbolism is confined to **poetry**). A **character**, and even a character's name, can function as a symbol.

Literary symbols fall into two main categories: *universal* and *created*. A universal symbol is one that an author draws from the world at large, with the basic certainty that his or her reader will know what it represents. The heart, for example, is a universal symbol for love or the capacity to love. The color black is a universal symbol for evil; red, for anger or passion; white, for purity. A created symbol, in contrast, is one whose meaning an author largely invents and thus is one that the reader is more likely either to miss altogether or to misconstrue. In

the short story “The Dead,” for example, James Joyce uses *snow*—frozen, colorless, sterile—as a symbol for the intellectual, spiritual, and emotional *death* that pervades the existence of living people: “Yes, the newspapers were right: snow was general all over Ireland. It was falling on every part of the dark central plain, on the treeless hills. . . . he heard the snow falling faintly through the universe and faintly falling . . . upon all the living and the dead.”

synonym. A word whose meaning is the same or almost the same as that of one or more other words—“funny,” “comical,” and “humorous,” for example, or “miser,” “skinflint,” and “tightwad.”

syntax. Word order; the logical arrangement of words into phrases and clauses that comprise the structure of coherent sentences.

theme. (1) A general topic or subject of artistic, religious, philosophical, social, and/or political thinking that is given concentrated attention in a particular culture at a particular time. For example, the majority of writings in England during the Middle Ages were centered in the Christian theme of the salvation of the soul. (2) The main subject or topic under examination in a piece of **nonfiction** or a speech. (3) The main subject or topic of a literary work or a body of literature. The *Encyclopedia Britannica* says, for example, that Nikolay Gogol “gave to Russian literature [the] theme of the tragedy of the ‘little man.’” One might say that the theme of Shakespeare’s *Othello* is jealousy and that the theme of *Macbeth* is political ambition. These and other **universal literary themes** transcend time and place and are relevant to all cultures in all ages. (4) The **main idea**, or **thesis**, of a literary work. This **thesis** may be stated by the author, or as is far more often the case, it may be put forth indirectly, through the author’s handling of such elements as **character** and **plot**. The theme of Willa Cather’s short story “Paul’s Case” can be stated thus: the person who habitually seeks to deal with reality by escaping from it will eventually take the ultimate escape route, which is suicide. The theme of A. E. Houseman’s poem “Terence, This Is Stupid Stuff” can be expressed in these terms: we all need to read lots of gloomy, depressing literature—works that have tragic themes—because this experience itself will help us deal with pain and sadness when we experience them in our own reality.

thesis. In **expository** writing, the main point or **central idea** that a writer states and then endeavors to prove valid by means of a systematic **argument**. See **main idea**.

third-person narration. See **point of view**.

tone. The attitude toward his or her subject or **audience** that a writer reveals in a particular work; the emotional state of mind expressed by an author in a particular work. We describe tone variously as “reverent,” “mocking,” “whimsical,” “vituperative,” “sarcastic,” and so on.

universal literary themes. See **theme**.

visual aid. A teaching device that uses visual perception: pictures, models, charts, videotapes, and so forth.

word analysis. For early and emergent readers, decoding. See **structural analysis**.

word choice. The element of style and **tone** in writing and speaking that relates to correctness, clarity, or effectiveness in the use of the words.

word families. (1) Groups of words sharing a common phonetic element, such as /ot/, spelled *ote*, in “note,” “potent,” “anecdote,” and “locomote.” (2) Groups of words sharing the same **root**, such as *graph* in “graphic,” “photograph,” “phonograph,” and “telegraph,” or the same stem, such as *like* in “likes,” “liked,” “likable,” and “liking.”

word origin. See **derivative**.

word usage. The way words are used in speech and writing with regard to meaning (both **connotation** and **denotation**) and the parts of speech. These are some words that frequently cause problems in word usage: *affect* vs. *effect*; *assure* vs. *ensure* vs. *insure*; *device* vs. *devise*; *disinterested* vs. *uninterested*; *farther* vs. *further*; *imply* vs. *infer*; *include* vs. the verb *to be*; *less* vs. *fewer*; and *like* vs. *such as*.

writing process. The basic approach to composition that a writer employs. In most cases, the process consists of **prewriting** (brainstorming, jotting, rough outlining), drafting, **revising**, **editing**, and publishing. These steps are not always sequential.